

REGULAR BOARD MEETING

03/08/2023 [03:00 PM]

REGULAR BOARD MEETING OF MARCH 8, 2023

For the Regular Board Meeting of March 8, 2023, at 3:00 p.m., in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, California.

1. CALL TO ORDER

- a. Pledge of Allegiance
- b. Welcome

2. ADA ACCOMMODATION REQUIREMENT

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

3. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

4. ACTION ITEMS

4.a. Routine Matters

4.a.a. Consent Calendar -- Consideration and Approval

- a. Approval of Minutes for the Regular Board Meeting of February 8, 2023, Encl. No. 1
- b. Authorization of Countywide Registration of Credentials, Encl. No. 2

- c. Authorization of Temporary County Certificates, Encl. No. 3
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4
- e. Acceptance of Donation from Rick's Vending and Distributing (\$950.62) to AcCEL, OTP, and Akers CBI, Encl. No. 5

4.b. Old Business

- **4.b.a.** Second Reading, Board Policy 6146.4 Differential Graduation and Competency Standards for Students with Disabilities -- **Tammy Bradford**, Encl. No. 6
- **4.b.b.** Second Reading, Board Policy and Administrative Regulation 6161.1 Selection and Evaluation of Instructional Materials -- **Julie Berk**, Encl. No. 7
- **4.b.c.** Second Reading, Board Policy 6146.1 High School Graduation Requirements -- **Julie Berk**, Encl. No. 8
- **4.b.d.** Second Reading, Board Policy and Administrative Regulation 6143 Courses of Study -- **Julie Berk,** Encl. No. 9

5. New Business

- **5.a.** Consideration and Approval, PERS Golden Handshake Window Period April 1, 2023 through June 30, 2023 (Earlimart) -- **Sara Marvin**, Encl. No. 10
- **5.b.** Consideration and Approval, IDEA 619 Federal Preschool Grant 2022-2023 (\$1,213,521) -- **Joe Martinez,** Encl. No. 11
- **5.c.** Consideration and Approval, Preschool Staff Development Grant 2022-2023 (\$3,522) -- **Joe Martinez,** Encl. No. 12
- **5.d.** Consideration and Approval, Tulare County District SELPA Transportation Plan -- **Tammy Bradford**, Encl. No. 13
- **5.e.** Consideration and Approval, Resolution 22/23-15 Proclaiming April 2023 as Friday Night Live Month -- Lynne Goodwin, Encl. No. 14
- **5.f.** First Reading of Board Policy and Administrative Regulation 6171 Title 1 Programs -- **Gabriela Guzman,** Encl. No. 15
- **5.g.** Consideration and Approval, Budget Revisions through January 31, 2023 -- **Jody Arriaga,** Encl. No. 16
- **5.h.** Consideration and Approval, Second Interim Report as of January 31, 2023 -- **Jody Arriaga,** Encl. No. 17
- **5.i.** Consideration and Approval, Adoption of Resolution 22/23-18 Support of Funding for County Office of Education Operated Juvenile Court and Community Schools -- **Tim A. Hire,** Encl. No. 18
- **5.j.** Consideration and Approval, Resolution 22/23-16 to Authorize to Submit Loan Application for Energy Efficiency (\$5 million) for Mooney site, 6200 S. Mooney Blvd., Visalia -- **Jeff Ramsay**, Encl. No. 19
- **5.k.** Consideration and Approval, Resolution 22/23-17 to Authorize to Submit Loan Application for Energy Efficiency (\$3 million) for SCICON, 41569 Bear Creek Rd., Springville -- **Jeff Ramsay**, Encl. No. 20
- **5.l.** Consideration and Approval, Vote for 2023 CSBA Assembly County Delegate for SubRegion 12-A -- **Tom Link,** Encl. No. 21

6. INFORMATION (Non-Discussion Items)

- a. Letters and Communication/Correspondence
- b. Reports from Superintendent and Staff
- c. Reports from Board, Information and Questions

7. NEXT SCHEDULED BOARD MEETING

a. April 12, 2023 - 10:00 a.m. (SCICON)

8. ADJOURNMENT

TULARE COUNTY BOARD OF EDUCATION MINUTES

The Tulare County Board of Education met on Wednesday, February 8, 2023, at 3:00 p.m. for a regular board meeting in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Boulevard, Visalia, California.

PRESENT Tom Link, President
Board Members Joe Enea, Vice President

Debby Holguin

Celia Maldonado-Arroyo

Chris Reed Tony Rodriguez

Dr. Fernie Marroquin, Ex-Officio Secretary

ABSENT

Board Member

Judy Coble

PRESENT Julie Berk, Assistant Superintendent, Student Support Services

Staff Members Jennifer Fisher, Administrative Secretary

Rob Herman, Communications Director Jeff Ramsay, Director, General Services

Freddy Reyes, Helpdesk Support Specialist, Information Systems

Jose Bedolla, Principal, La Sierra Military Academy John Davis, Administrator, Leadership Support Services Dedi Somavia, Assistant Superintendent, Human Resources

Paula Terrill, Student Events Coordinator Sara Marvin, Credentials/Retirement Analyst

Dr. Jennifer Newell, Director, Behavioral Health Services

Ron Pekarek, Program Manager, Bright Future/Bright Start Programs

Jennifer Reimer, Administrator, Mild to Moderate Programs Tammy Bradford, Assistant Superintendent, Special Services Eric Thiessen, Principal, University Preparatory High School

Sarah Hamilton, Administrator II, AcCEL Programs Kelley Petty, CHARACTER COUNTS! Coordinator

Andrea Perez, Assistant Superintendent, District Support Services

GUESTS Guests as listed in the register including Laura A. Gonzalez and Joshua

Whiteside.

CALL TO ORDER
Pledge of Allegiance

Pledge of Allegiance/

Welcome

Board President Tom Link welcomed everyone and called the meeting to order.

Tony Rodriguez led the Pledge of Allegiance.

ADA ACCOMMODATIONS Mr. Link announced that ADA accommodations had been met.

PUBLIC COMMENT

Members of the public did not address any matter of jurisdiction.

CONSENT CALENDAR

It was moved by Enea, seconded by Maldonado-Arroyo to approve the consent calendar to include minutes for the Regular Board Meeting of January 11, 2023, Countywide Registration of Credentials, Temporary County Certificates, Emergency Permits and listed donations. Motion unanimously carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

Tom Link thanked Rick's Vending and Distributing for their donation of \$1,000, Tulare Community Church for their donation of \$2,000 and TCOE staff, district staff and community partners for their donations totaling \$3,030.

PRESENTATION OF WOODLAKE UNIFIED SCHOOL DISTRICT Tom Link called on Laura Gonzalez for the presentation about Woodlake Unified School District. Ms. Gonzalez introduced their schools and highlighted their Aviation Pathway. The program started in August 2021 and is supported by a \$100,000 grant. She shared a video about the pathway program.

Additionally, Ms. Gonzalez highlighted the Dog School Program, which trains service dogs, the McCracken District Farm, and the Robotics team. Their Robotics team, which started this year, is the only school from California to compete nationally. Woodlake Unified has strong partnerships with the Woodlake Family Resource Center, City of Woodlake and the Woodlake Rodeo.

Ms. Gonzalez's first year as Superintendent at Woodlake was during the pandemic. Many of their middle and high school students fell behind at this time because they were babysitting younger siblings at home rather that studying. The district is working to make up for the learning loss that occurred. In order to keep parents informed, she started monthly parent video messages. Ms. Gonzalez invited the board to visit Woodlake.

The Board thanked Ms. Gonzalez for her presentation.

PRESENTATION OF WILLIAMS/ VALENZUELA UNIFORM COMPLAINT REPORT FOURTH QUARTER 2022

Dedi Somavia presented the Williams/Valenzuela Uniform Complaint Report for the Fourth Quarter of 2022. There were no complaints received during this period in any areas. This was an informational item only.

PRESENTATION OF STUDENT FUTURE READY EVENTS BUTTON AND LANYARD PROJECT Paula Terrill presented the Student Future Ready Events Button and Lanyard Project to the Board. Ms. Terrill explained the project will help track and promote the events that students participate in with TCOE. Students will receive a blue lanyard when they participate in their first event. Additionally, students will receive a button for every event they participate in. Event staff and volunteers will receive a red lanyard and buttons for each event that they participate in. Ms. Terrill noted that each board member had been given a schedule of events, a red lanyard and a button for each event. This item was an informational item only.

Mr. Link thanked Ms. Terrill for her presentation.

REPORT OF ESTIMATED COSTS OF PERS RETIREMENT INCENTIVE WINDOW PERIOD 04/01/2023-06/30/2023 Sara Marvin reported to the Board that the retirement incentive window of April 1, 2023, through June 30, 2023, for Earlimart shows a cost savings. This item was an informational item only.

RED RIBBON DONATION TO CASA OF TULARE COUNTY Jennifer Fisher requested the Board's approval to give the Red Ribbon donation of \$3,030 to CASA of Tulare County. It was moved by Reed, seconded by Holguin to approve the Red Ribbon Donation to CASA of Tulare County. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

MENTAL HEALTH AVERAGE DAILY ATTENDACE GRANT 2022-2023 Dr. Jennifer Newell asked the Board's approval on the Mental Health Average Daily Attendance Grant 2022-2023 for \$1,214,680. This grant provides federal funds for mental health services. Mr. Rodriguez requested more information about the services provided by Behavioral Health Services. Dr. Newell said that she would be happy to provide the information to him. It was moved by Enea, seconded by Rodriguez to approve the Mental Health Average Daily Attendance Grant 2022-2023. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

PART C, EARLY EDUCAITON PROGRAM GRANT 2022-2023 Ron Pekarek asked for the Board to approve the Part C, Early Education Program Grant 2022-2023 for \$140,675. This annual grant from the state supplements the Bright Start Program. It was moved by Maldonado-Arroyo, seconded by Enea to approve Part C, Early Education Program Grant 2022-2023. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

WORKABILITY I PROGRAM GRANT 2022-2023 Jennifer Reimer requested approval from the Board for the Workability I Program Grant 2022-2023 for \$81,540. The grant supports the vocational education training programs for Special Services' students. It was moved by Reed, seconded by Rodriguez to approve the Workability I Program Grant 2022-2023. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

FIRST READING OF BOARD POLICY 6146.4 DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES Tammy Bradford shared that Special Services' Behavioral Health Services was asked to present to the Governor's Advisory Council on Special Education next week.

She advised the Board this was the first reading of Board Policy 6146.4, Differential Graduation and Competency Standards for Students with Disabilities. Students on a certificate of diploma track are can graduate with a certificate of completion based on their IEP, progress, and goals. Action will be taken on this agenda item at the March board meeting.

Dr. Marroquin announced that Tammy Bradford has been named Administrator of the Year for Special Education by both ACSA of Tulare County and Region XI. Her nomination will be forwarded on to the state level. The Board congratulated Ms. Bradford.

FIRST READING
BOARD POLICY AND
ADMINISTRATIVE
REGULATION 6161.1
SELECTION AND
EVALUATION OF
INSTRUCTIONAL
MATERIALS

Julie Berk advised the Board this was the first reading of Board Policy and Administrative Regulation 6161.1, Selection and Evaluation of Instructional Materials. The updates and revisions are based on recommendation from CSBA to include new laws and legislation. This board policy now includes an administrative regulation. Action will be taken on this agenda item at the March board meeting.

FIRST READING OF BOARD POLICY 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS Julie Berk advised the Board this was the first reading of Board Policy 6146.1, High School Graduation Requirements. The updates and revisions from CSBA are for dependent charters. Action will be taken on this agenda item at the March board meeting.

FIRST READING BOARD POLICY AND ADMINISTRATIVE REGULATION 6143 COURSES OF STUDY Julie Berk advised the Board this was the first reading of Board Policy and Administrative Regulation 6161.1, Courses of Study. The language changed very little on this policy. Action will be taken on this agenda item at the March board meeting.

COMPREHENSIVE SCHOOL SITE SAFETY PLAN 2023-2024 UNIVERSITY PREPARATORY HIGH SCHOOL John Davis reported that the Comprehensive School Safety Plans are required to be updated and submitted for board approval annually by March 1. Schools work with educational partners, first responders and their school site councils to update the plans.

Eric Thiessen requested approval from the Board for the Comprehensive School Safety Plan 2023-2024 for University Preparatory High School. UPHS works with their school site council, school site advisory board and COS Police Department. Their plan incorporates COS safety procedures and UPHS works closely with COS during an incident. It was moved by Enea, seconded by Holguin to approve the Comprehensive School Safety Plan 2023-2024 for University Preparatory High School. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

COMPREHENSIVE SCHOOL SITE SAFETY PLAN 2023-2024 COMMUNITY AND SPECIAL EDUCATION SCHOOLS Sarah Hamilton asked for the Board's approval on the Comprehensive School Safety Plan 2023-2024 for Community and Special Education Schools. The plan addresses the needs of community school students and AcCEL students, many of whom are on district sites. It was moved by Reed, seconded by Rodriguez to approve the Comprehensive School Safety Plan 2023-2024 for Community and Special Education Schools. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

COMPREHENSIVE SCHOOL SITE SAFETY PLAN 2023-2024 LA SIERRA MILITARY ACADEMY Jose Bedolla requested the Board's approval for the Comprehensive School Safety Plan 2023-2024 for La Sierra Military Academy. The plan has been updated and approved by their school site council. It was moved by Maldonado-Arroyo, seconded by Enea to approve the Comprehensive School Safety Plan 2023-2024 for La Sierra Military Academy. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

TITLE I PARENT INVOLVEMENT POLICY AND PARENT COMPACT 2022-2023 LA SIERRA MILITARY ACADEMY Jose Bedolla asked the Board to approve the Title I Parent Involvement Policy and Parent Compact 2022-2023 for La Sierra Military Academy. The Parent Involvement Policy details the steps that La Sierra is committed to implementing in order to build parent capacity, collaboration, and involvement. The parent compact describes the shared responsibilities that families, students, and staff have to ensure students receive a top quality education. It was moved by Enea, seconded by Maldonado-Arroyo to Title I Parent Involvement Policy and Parent Compact 2022-20223 for La Sierra Military Academy. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

SUPERINTENDENT'S REPORT

Dr. Fernie Marroquin presented on behalf of Superintendent Hire. He noted the information for the CSBA district assembly ballot in their packets. This item will be on the agenda to for action to be taken at next month's meeting. Dr. Marroquin invited the Board to the upcoming student events that Ms. Terrill shared in her presentation.

Dr. Marroquin shared exciting news that TCOE is in the final phases of purchasing the 30 acres surrounding the Planetarium and Liberty Center. This property will provide TCOE ample space to grow. Mr. Hire will share more of his vision in the future.

Mr. Link reported that the Tulare County Trustee dinner, hosted by Uniserv, will be at the Visalia Marriott tomorrow night. He also announced Green Acres will present *Oklahoma!* this weekend.

NEXT SCHEDULED MEETING

March 8, 2023, at 3:00 p.m. Redwood Rooms CDEF

ADJOURNMENT

Meeting adjourned at 4:01 p.m.

CREDENTIALS REGISTERED

March 08, 2023

230038830	SUBP	EM	ACEVEDO SOTO JENNIFER
230029891	CTE	CL	AKIN JOHN E
230023691	SUBP	EM	ALI EMAD T
230021002	P12B	CD	ALI RUKHSANA
220250450	SUBP	EM	ALMENDAREZ HEATHER
230022079	SUBP	EM	ALVARADO JOHN A
230022079	P12C	CD	AMBORN AMANDA L
230027548	SUBP	EM	ANAYA MONIQUE
230027546	P12C	CD	ANGELES GRICELDA
230025341		EM	ANGUIANO AUSTIN
	SUBP		ANTHONY TERRANCE D
230029331	SUBP	EM	
230023992	SUBP	EM	ARIAS-LOPEZ ASHLEY G
230026249	SUBP	EM	ARREDONDO JR SALVADOR
230022037	TC2	CL	ATASHKARIAN MARYANN
230037528	TC1	CL	AVEDIAN JOAN E
230040514	SUBP	EM	AVILA ELIJAH
230043924	TC2	P5	AVILA JUDITH
230032873	SUBP	EM	BAEZA SUMMER
230034226	TC1	CL	BAILEY ASHLEY D
230036741	TC1	P5	BAPTISTA MEGAN M
230031492	P12C	CD	BARCENAS MARIA G
230034247	SUBP	EM	BARRAZA MENDOZA ALIZANDRO
230032165	SUBP	EM	BARRON-PONCE JESSICA
230026602	SUBP	EM	BERMUDEZ FATIMA
230035706	SUBP	EM	BERRY VICTORIA
230041710	SC1A	CL	BINGAMAN DORI A
230037923	TC2	CL	BINGAMAN DORI A
230037506	SUBP	EM	BITHER ANGELA D
230040676	P12C	CD	BOGAN DAYJIA T
230037692	SUBP	EM	BOWER JACOB
230033649	TC1	CL	BOYDSTUN, JR. JOHN D
230033686	TC2	CL	BREEDLOVE CYNTHIA L
230038049	AETC	CL	BRIDGWATER-ROWE TIFFANY A
230025643	TC2	CL	BROWN MEGAN D
220131601	SUBT	EM	BURGESS CARSTEN
230022590	TC10	SL	CAMILO EMILY K
230040765	SUBP	EM	CAMPBELL TIFFANY R
220242499	SUBP	EM	CANCHOLA BRENDA
230032243	P12C	CD	CARDENAS AMELIA R

230043791	SUBP	EM	CARDONA DIXIE
	TC1	CL	CARPENTER ANTHONY W
230037216			
230007715	SUBP	EM	CARRILLO VANESSA
200193354	P12D	CD	CARRILLO VANESSA
230036210	SUBP	EM	CARTER MICHAEL A
230037629	P12C	CD	CASTRO ANGELICA
230029886	SUBP	EM	CEBALLOS ESMERALDA
230040749	TC2	CL	CELIS NORA A
210092865	P12E	CD	CELIS NORA A
230038126	SUBP	EM	CHADWELL KRISTI A
230023015	SUBP	EM	CHAMBERLAIN LINDA M
230035406	SUBP	EM	CHAN JENNIFER L
230029254	SC8	CL	CHAPMAN DEBRAH G
230025170	SC1A	P5	CHAVEZ ADAMS KRISHNA A
230028377	SUBP	EM	CHAVEZ BEDOLLA BRENDA
230027467	SC1A	CE	CHAVEZ ENRIQUE R
220158137	SC5	CL	CHAVEZ LOUIS
230039263	TC2	CL	CHAVEZ VERONICA
230039455	SUBP	EM	CHAVEZ-PINA AURORA
230033433	TC2	CL	CLAGUE KIRK W
230041000	TC1	CL	CLARK SARAH N
230009368	TC3A	CL	CLEMENTE DEBRAH
230023109	TC1	CL	CLIFTON JENNIFER A
230038071	TC1	CL	COATS AMY J
230037556	SUBP	EM	CORONA ANGELICA
230023723	TC2	CL	CRAINE PHYLLIS J
230036251	RLLS	CL	CRUZ MICHELLE L
230036250	TC2	CL	CRUZ MICHELLE L
230034107	SUBP	EM	DALEY ELENE M
230026275	TC2	CL	DAVIS DARROL D
230039244	SUBP	EM	DEAN TAMARA D
230038968	TC1	CL	DELHOYO LUIS R
230037946	TC2	CL	DENNI JULIE R
230038943	SUBP	EM	DIAZ JENNIFER
230024118	TC13	ML	DIAZ MARIA D
230023635	TPSL	TL	DOMINGUEZ FRANCES
230031690	TC2	IN	DURAN NANCY
230023110	SUBP	EM	ESQUIVEL CIRENA
230042682	TC13	SE	EVENSON MEGAN
220141840	SUBT	EM	FERREIRA KAYLA
230027290	TC2	CL	FERRER ANA I
230027230	TPSL	TL	FIELD CARRILLO BRITTNEY L
	TC2	CL	FISHER MARTINA V
230026825			
230044647	TPSL	TL	FLEISCHMAN ADDISON
230037204	SC8	CL	FLORES AUDREY R
230020768	SUBP	EM	FLORES JESUS
230023098	SUBP	EM	FLORES SALAZAR LIZ

220105427	TC2	P5	FONG ASHLEY
230040834	TC1	P5	FRALEY KYLE J
230038746	TC1	CL	FREED MICHAEL D
230027379	SUBP	EM	FRENCH NICOLE
		EM	FRIES MATTHEW
230007807	SUBP		
230009847	TC1	P5	FRITZ JEFFREY
220290975	SC5	CL	GAFFNEY-AMENT PATRICIA
230029825	TC2	CL	GALVAN MARLENE S
200133834	TC1	CL	GALVEZ MATTHEW
230023711	SUBP	EM	GARCIA ADRIAN
230030020	TC1	P5	GAULDEN AARON A
230022630	SUBP	EM	GAYTAN-AYALA VERONICA
230038474	TC1	IN	GEIGER JANELL M
220148446	SUBP	EM	GEIGER JANELL M
230028088	TC1	CL	GILPIN ROBERT B
W23000581	SC8	WV	GOMEZ ALEXIS
230038928	TC1	CL	GOMEZ JOE L
230037529	SUBP	EM	GONSALVES, BROOKE
230029609	SUBP	EM	GONZALES GABRIELA J
190148553	TC3S	CL	GONZALES WHITNEY
		CL	GONZALEZ III AGUSTIN
190116916	TC3S		
230027700	SUBP	EM	GONZALEZ ANA C
230028605	P12A	CD	GONZALEZ GIL EIMI S
230026121	SUBP	EM	GONZALEZ NANCY
230034624	TC2	CL	GONZALEZ VERONICA
230031761	SUBP	EM	GOODMAN DENISE A
230031592	RLAA	C8	GREEN ASHLEY M
230030901	SUBP	EM	GREGOR TRAVIS
230038798	TC3S	L2	GUERRA HEATHER R
230026487	SUBP	EM	GUERRA JOANA
230038021	SUBP	EM	GUTIERREZ AMANDA
230042900	SUBP	EM	GUTIERREZ JACQUELYN
190137524	SC5	CL	GUTIERREZ-LOPEZ MARIA
230039047	TC2	CL	GUZMAN MARIA D
230027166	SUBP	EM	HAAS KAYLA L
230038039	SUBP	EM	HAGEN SARA A
230038661	SUBP	EM	HAILEY LOREN S
200226727	TC1	P5	HARDCASTLE CURT
210119819	TC1	CL	HARDCASTLE CURT
	CTE	CL	HARDCASTLE CURT
210204814			
230025195	SUBP	EM	HASLAM ASHLEY
230024666	SUBP	EM	HAWKINS MICALAH
230021376	SUBP	EM	HERNANDEZ AMALIA M
230026500	SUBP	EM	HERNANDEZ ANTHONY
230026681	SUBP	EM	HERNANDEZ BRYSA
230038363	SUBP	EM	HERNANDEZ JOCELYN G
230037607	TC2	P5	HERNANDEZ LISSETH
			. —

230030241	TC2	CL	HERNANDEZ MARIA D
230032399	P12E	CD	HERNANDEZ SILVA MURIEL
230002399	SUBP	EM	HEUSDENS DOUGLAS
23003014	TC3S	L _{IVI}	HICINBOTHOM CARRIE S
230031771	TC33	CL	HINDS ROBERT A
230027839	SUBP	EM	HINOJOSA ANGEL
230041882	TLA3	AL	HIRNI NICOLE
230034177	SUBP	EM	HOGUE LYDIA L
230030185	SCIA	CL	HOOVER LISA A
230022448	TC2	CL	HOOVER LISA A
230036014	SA13	EM	HOPPER MADALYN C
230034750	TC2	CL	HOUSTON TARA M
230033353	TC1	CL	HOWARD SUSAN L
230033458	TC1	CL	HOWARD TIMOTHY D
230031479	SUBP	EM	HOWE MEGAN M
230028175	TC2	CL	HUERTA MARTIN S
230033362	SUBP	EM	HUERTA-JOHNSON LINDA
230026676	SUBP	EM	HULSTINE GAYNA
230033650	TC1	CL	IRIZARRY BENJAMIN
230030765	TC2	CL	IVEY REBECCA L
230036385	RLAA	C8	JARA JR RAUL
230042482	SUBT	EM	JIMENEZ CORTEZ KAREN
230034762	TC2	CL	JIMENEZ JUAN J
230029098	TC2	P5	JIMENEZ MARIBEL
230028291	TC2	IN	JIMENEZ-LEPE JENNIFER M
230027912	SUBP	EM	JIROUDI SHOKOUH
230025754	TC1	CL	JORDAN MICHAEL T
230028731	TC1	CL	JORDAN PATRICIA M
230040647	SC3A	CL	JOW DIANA W
200188444	TC3S	CL	KALAMA MAKEILA
230036108	SUBP	EM	KAUR RAJVINDER
230044985	TC2	P2	KENNEL LINDSEY
230037983	SC3A	P5	KEOVILAYSANE TRACY M
200129187	TC2	P5	KOSTER CHELSEA
190236498	TC2	CL	KUSSEROW ANGELICA
230033651	TC1	CL	LAGRUTTA KATHLEEN M
230022501	SUBP	EM	LAGUNA LOPEZ DEYANARA
230041062	SUBP	EM	LAKE DAVID H
230041002	TC1	P5	LAMAS AMANDA N
	TC1		LANG TAYLOR
220152822	TC2	P5 CL	
230021349			LE LE THANH
230031519	SUBP	EM	LEAL ALYSSA
230034071	SUBP	EM	LEE PAIGE M
230033869	TC1	CL	LINCOLN-AKIN DENISE M
230043405	SC1A	CL	LINCOLN-AKIN DENISE M
230031988	SC1A	CL	LINDVALL JONATHAN P
230031987	TC1	CL	LINDVALL JONATHAN P

230031986	TC3S	CL	LINDVALL JONATHAN P
230027091	SUBP	EM	LOCKRIDGE HANNAH R
230033814	TC1	CL	LOPES CHRISTINE R
230033141	TC1	CL	LOPEZ ISAAC A
230022793	SUBP	EM	LOPEZ LEANNA
230024094	SUBT	EM	LUCAS SHILOH
230038940	TC1	CL	LUNA AARON M
230035489	SUBP	EM	LUNA ROSEMARIE
230021375	SUBP	EM	MACDONALD JOHN P
230030503	P12E	CD	MACIAS DAISY
230033073	SUBP	EM	MADDOX VICTORIA L
220270035	SUBP	EM	MAGALLON NAVA SELESTE
230024975	SUBP	EM	MAGANA BLANCA M
230022467	TPSL	TL	MANQUERO ANTHONY
230032166	TC1	CL	MARGNI PATRICIA S
230025036	SUBP	EM	MARQUEZ CRISTAL
230023591	SC1A	CL	MARTIN MARLA S
230023193	TC2	CL	MARTIN MARLA S
230036779	TC2	CL	MARTINEZ FLOR E
230022019	SUBP	EM	MARTINEZ LEANN C
230021729	SUBP	EM	MATTHEWS ANITA M
230035872	TPSL	TL	MATTHEWS CECILY A
230036125	SUBP	EM	MCDONALD JONATHAN
W23000603	SA17	WV	MCGILL MATTHEW
220280518	CTE	P3	MCGILL MATTHEW
230039011	P12C	CD	MCINTOSH SARA M
230028155	TC1	CL	MCKIM LISA M
220164910	TC2	CL	MCMILLAN ASHLEY
220154084	SC1A	P5	MCMILLAN ASHLEY
230022422	P12E	CD	MEAVE DULCE M
230033800	TC2	CL	MEDRANO CLAUDIA G
230025797	SUBP	EM	MEDRANO-GARCIA FERNANDO
230022461	TC1	CL	MELGAR DAFNE
230030337	P12E	CD	MELO STEPHANIE R
220152901	TC2	P5	MENDEZ ARIEL
230035986	TC2	CL	MENDEZ MANUEL C
230025327	SUBP	EM	MENDOZA CHANTAL
230025854	SUBP	EM	MENDOZA DIANA S
230035764	SUBP	EM	MENDOZA FAUSTINO
230021117	SUBP	EM	MENDOZA VILLANUEVA ALEXANDRA
230025404	SUBP	EM	MERRITT LISHA D
230033712	TC1	CL	MEZA DAVID
230031561	P12E	CD	MEZA DE AYON LUCINA
230021619	SUBP	EM	MEZA MARISSA
230033733	SUBP	EM	MEZA STEPHANIE D
230032123	TC3S	IN	MILLAR STEVEN J
230036606	SUBP	EM	MILLER DUSTIN W

230021187	TC2	CL	MILLER STEVEN B
230043832	SUB	EM	MONTOYA RAMIREZ BRENNA
230029488	TC1	CL	MOORE CARLA M
230036739	SUBP	EM	MOORE JENNIFER A
	SUBP		MORALES ESPINOZA ALICIA
230027914	_	EM	
230035614	SUBP	EM	MORALES ESPINOZA PEDRO
230024097	SUBT	EM	MORALES JESSE J
230035614	SUBP	EM	MORALES-ESPINOZA PEDRO
230037184	SUBP	EM	MORENO RUBEN
230039547	TC1	CL	MORRIS DAVID E
230026442	SUBP	EM	MULLER JADA R
230035254	TC2	CL	MUNOZ IMELDA J
230027219	TC4V	CL	NAGEL ROBERT E
230025132	SC1A	P5	NAUMAN NANCY P
230035515	TC2	CL	NELSON LISA D
230041314	SUBP	EM	NICKELL EMILY
230039040	CTE	CL	NOTTURNO RUSSELL
230027126	SC1A	CL	NUNES JOEL
230027125	TC2	CL	NUNES JOEL
230026313	SUBP	EM	NUNEZ DEL PRADO TRICIA R
230017463	SUBP	EM	OLEA FLORINA
230025833	P12C	CD	PALACIOS SYLVIA D
230034027	TC2	CL	PASCHALL TINA A
230024209	SUBP	EM	PAYNE TIMOTHY W
230023512	TC2	CL	PENA ANTOINETTE V
230023312	TC2	CL	PEREZ BRIGIDA
230027665	SUBP	EM	PEREZ CELESTE M
230022814	TC2	CL	PEREZ ERNESTO T
230021699	TC3S	L2	PEREZ NOE
220017825	SA12	CL	PETERS REBECCA
230033506	SUBP	EM	PLONEIS TOMMI R
230028622	SUBP	EM	POLUEKTOVA OLEKSANDRA
230022605	SUBP	EM	PRADO MELISSA D
230034481	P12C	CD	PRECIADO SYLVIA
230003045	SUBP	EM	PUENTES CEBALLOS STEPHANIE
230040484	TC3S	L2	PUGLIESE CHRISTOPHER R
200108690	TC1	CL	RAMOS CAMARILLO RICARDO
230038688	SUBP	EM	RAMOS LAURA
230044046	SUBP	EM	RAMOS MARCOS
230032667	SUBT	EM	RANDOLPH CYNTIA E
230041810	SUBP	EM	RANGEL ALIYAH
230035360	CTE	CL	RASH KELLY B
220237927	SUBP	EM	REAM SABRINA
230038602	TC2	CL	RECENDEZ DANIEL J
230018095	SUBP	EM	REYES DENNIS
230021258	SUBP	EM	REYNA EDITH
230026682	SUBP	EM	REYNOSO ARELLANO MARIA
_00020002	0051	-171	

230003600	SUBP	EM	RIGHETTI MARC
230015610	TC2	P5	RILEY TESSA
230037299	SUBP	EM	RIOS ANA G
230035146	SC1A	CL	RODRIGUEZ EMILY
	SC5		
230035111		CL	RODRIGUEZ EMILY
230015873	SUBP	EM	RODRIGUEZ ESTEBAN
230032759	TC2	CL	RODRIGUEZ MARIBEL
230033903	TC1	CL	RODRIGUEZ ROBIN L
230003249	SUBP	EM	RODRIGUEZ VIVAR BRENDA
230028041	SUBP	EM	ROSALES JUAN
220291169	SUBP	EM	ROSS AMBER
230038007	TC2	CL	RUIZ KARYN C
200206616	TC1	CL	RUNGE SHOTA
230026184	SUBP	EM	RUVALCABA CECILY
230022168	P12A	CD	SALAS LUGO RUTH J
200108026	TC1	CL	SALDANA GABRIEL
230021544	TC2	IN	SAMANO LESLIE
230024677	SUBT	EM	SANCHEZ BRENDA C
200109149	TC3S	CL	SANCHEZ CECILIA
230037328	SUBP	EM	SANCHEZ JESSICA S
230026293	SUBP	EM	SANCHEZ LIZETT
230027776	SUBP	EM	SANCHEZ MARISSA
210191973	TC2	CL	SANCHEZ SERGIO
230040974	TC13	SL	SANDOVAL JULIO
230025130	SC1A	P5	SANDRI BRICE D
230030728	P12E	CD	SAROCA APRIL T
230037399	SUBP	EM	SAUCEDO NANCY
230022442	SUBP	EM	SAWYERS RENEE
230028818	TC1	P5	SCHIELER DARA A
230029964	RLAA	C8	SCOTT LORI L
230025267	SUBP	EM	SCUDDER PATRICIA A
230033482	TC3S	CL	SERRATO YOLANDA
230030037	SUBP	EM	SILVA FUNEZ NEREYDA T
230039360	SUBP	EM	SILVA JULIANA
230041012	TC2	CL	SILVEIRA MONICA C
230040701	P12E	CD	SIMMONDS PAIGE L
230036718	SUBP	EM	SMITH ALICIA D
		CL	SMITH CASSANDRA C
230037476	TC3S		
230016743	SUBP	EM	SOONG SAMANTHA
230036710	TC2	CL	SPEARS ASHLEE J
220208749	TC2	P5	STELTER BENJAMIN
220165134	TC3S	P5	STELTER BENJAMIN
220276933	SUBP	EM	STEPHENS ALEECA
230033745	SC1A	CL	STUEMKY MARTHA R
230033743	SC5	CL	STUEMKY MARTHA R
230033744	TC2	CL	STUEMKY MARTHA R
200114021	TC2	CL	STUMBAUGH TIFFANY
200117021	102	OL	CTOMBAGGIT III I ANT

230038008	TC2	CL	SWOFFORD ANNA L
230026320	SA13	EM	TAYLOR RANDALL N
230030519	SC5	CL	TELLO GARCIA MELISSA
230038231	TC1	CL	TERRY CINDY R
230037280	SUBP	EM	THAO SHELLY
190121647	TC3S	CL	THOMPSON DEBORAH
230040346	TC1	CL	TOLLADAY DIANA L
230022557	SUBP	EM	TORRES GARCIA VICTORIA
230033523	TC2	CL	URESTI JUAN M
210265285	SC5	CL	URIBE JESSICA
230024197	TC3S	IN	VALENCIA AMY V
230031975	SUBP	EM	VALENCIA JOSHUA
230039977	TC1	CL	VAN SCYOC CYNTHIA L
230039976	TC2	CL	VAN SCYOC CYNTHIA L
230024171	TC1	P5	VARGAS VALISITY M
180149445	P12D	CD	VILLA GUADALUPE
230033837	TC2	CL	WALKER JEANNE M
230040269	SC8	CL	WILLIS HALEY B
230028768	SUBT	EM	WITTMAN JASMINE
230035549	TC1	CL	WRIGHT MICHAEL J
230035359	TC1	CL	WUTH THEODORE J
230044031	SUBP	EM	YARDLEY ALYSSA
220255856	SUBP	EM	YOUNG MICHAEL
230033939	TC1	CL	ZALEWSKI TAMERA S
190198748	TC1	CL	ZERVIC MICHAEL

ALTA VISTA

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

STSP: MULTIPLE SUBJ

INIGUEZ ROSA

8-Mar-23

	- · · · · · · · · · · · · · · · · · · ·	
LOPEZ PRISCILLA	PRELIM MULTIPLE SUBJ	BURTON
MARTINEZ APRIL	CD TEACHER PERMIT	CHILD CARE
ONEAL GLENDA	CD ASSOC TEACHER PERMIT - EXT	CHILD CARE
REYNOSO ARELLANO MARIA	CD SITE SUPERVISOR PERMIT	CHILD CARE
CARRANZA PRESCILLA	STSP: FL: MATH	CUTLER-OROSI
GONZALEZ CRISTAL	PRELIM SLP	CUTLER-OROSI
DEAVER JARRAD	STSP: MULTIPLE SUBJ	EXETER
FISHBOUGHMILLER ALYXANDRIA	DIST INTERN: MULTIPLE SUBJ - EXT	EXETER
ENRIQUEZ-PACHECO IMELDA	WAIVER: ADMIN SVCS	PORTERVILLE
ROBLES MARISOL	WAIVER: ADMIN SVCS	PORTERVILLE
ROJAS RAQUEL	DIST INTERN: ART - EXT	PORTERVILLE
GALLEGOS, AARON	PIP: MULTIPLE SUBJ	STONE CORRAL
MANNING TIFFANY	PIP: EN ED SPEC	TCOE
ANDRADE LOPEZ GLORIA	PROSPECTIVE SUB PERMIT	VARIOUS
DARWIN VANESSA	PROSPECTIVE SUB PERMIT	VARIOUS
GONZALEZ MARIO	PROSPECTIVE SUB PERMIT	VARIOUS
HERNANDEZ CLARISSA	PROSPECTIVE SUB PERMIT	VARIOUS
LOPEZ GABRIELA	PROSPECTIVE SUB PERMIT	VARIOUS
PEREZ RUGINA	PROSPECTIVE SUB PERMIT	VARIOUS
PIMENTEL LLAYMIN	PROSPECTIVE SUB PERMIT	VARIOUS
RAMIREZ SIERRA VANESSA	PROSPECTIVE SUB PERMIT	VARIOUS
REAGAN JOSHUA	PROSPECTIVE SUB PERMIT	VARIOUS
REEVES ALEJANDRA	PROSPECTIVE SUB PERMIT	VARIOUS
VALDEZ-SANCHEZ ESMERALDA	PROSPECTIVE SUB PERMIT	VARIOUS
VENEGAS IRAIS	PROSPECTIVE SUB PERMIT	VARIOUS
VERDUZCO ANNA	PROSPECTIVE SUB PERMIT	VARIOUS
ALMAGUER ALYSSA	STSP: MUSIC	VISALIA
ARGUELLES MARIA	SLP: WAIVER - RENEWAL	VISALIA
GAULDEN AARON	PRELIM SS: ENGLISH	VISALIA
NUNES TIFFENY	PIP: MN ED SPEC	VISALIA
WHITE ADAM	STSP: MULTIPLE SUBJ	VISALIA
AGUILAR GABRIELA	STSP: MATH	WOODLAKE
RODRIGUEZ HERIBERTO	DIST INTERN: MATH - EXT	WOODLAKE

APPROVAL OF EMERGENCY PERMITS FOR FULL-TIME EMPLOYMENT

March 08, 2023

Emergency Permits: Online Recommendations

PIP: EN ED SPEC	TCOE	MANNING TIFFANY
PIP: MN ED SPEC	VISALIA	NUNES TIFFANY
PIP: MULTIPLE SUBJ	PORTERVILLE	CHAPMAN KRISTIN
PIP: MULTIPLE SUBJ	STONE CORRAL	GALLEGOS AARON
PIP: SOCIAL SCIENCE	PORTERVILLE	SOTO ANTHONY
STSP: FL GENERAL SCIENCE	VISALIA	TWIFORD BRIAN
STSP: FL MATH	CUTLER-OROSI	CARRANZA PRESCILLA
STSP: MATH	WOODLAKE	AGUILAR GABRIELA
STSP: MULTIPLE SUBJ	ALTA VISTA	INIGUEZ ROSA
STSP: MULTIPLE SUBJ	EXETER	DEAVER JARRAD
STSP: MULTIPLE SUBJ	VISALIA	WHITE ADAM
STSP: MUSIC	VISALIA	ALMAGUER ALYSSA

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent Special Services Division
SUBJECT: Acceptance of donation from Rick's Vending and Distributing
DESCRIPTION/SUMMARY: Rick's Vending and Distributing has donated funds for Tulare County Office of Education, Academic Collaborative for Exceptional Learners, Occupational Training Program, Akers Community Based Instruction. The funds will be utilized to purchase instructional supplies.
FINANCING: \$950.62
RECOMMENDATION: Acceptance of donation.

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:
Tammy Bradford, Assistant Superintendent
Special Services
SUBJECT:
Second Reading of Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
DESCRIPTION/SUMMARY:
BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities Education Code 56390-56392 authorize local educational agencies to award a certificate of achievement or completion to students with disabilities who meet specific criteria. This existing policy is being updated and revised according to law.
FINANCING:
N/A
RECOMMENDATION:
Adopt policy

TULARE COUNTY OFFICE OF EDUCATION

Board/Superintendent Policy

Instruction BP/SP 6146.4

Differential Graduation and Competency Standards for Students with Disabilities

Differential Graduation and Competency Standards for Students with Disabilities

The Tulare County Board of Education (County Board) and the Tulare County Superintendent of Schools (County Superintendent) recognize that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to Tulare County Office of Education's (TCOE) regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and TCOE assessments.

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

- 1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
- 2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team
- 3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Legal Reference:

EDUCATION CODE

56341 – Individualized Education Program Team

56345 – Individualized Education Program contents

56390-56392 – Recognition for educational achievement, special education

CODE OF REGULATIONS, TITLE 5

3070 – Graduation

UNITED STATES CODE, TITLE 20

1400-1482 – Individuals with Disabilities Education Act

UNITED STATES CODE OF FEDERAL REGULATIONS, TITLE 30

300.1-300.818 – Individuals with Disabilities Education Act 300.320 – Definition of IEP

Management Resources:

WEB SITES

U.S. Department of Education, Office of Special Education and Rehabilitative Services: https://www2.ed.gov/about/offices/list/osers/index.html

Policy adopted: 11/18/1987 Tulare County Board of Education

Visalia, California

Revised: 3/__/2023

TULARE COUNTY OFFICE OF EDUCATION

Board/Superintendent Policy

Instruction BP/SP 6146.4

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

Students with Disabilities

Differential Graduation and Competency Standards for Individuals with Exceptional Needs Students with Disabilities

The Tulare County Board of Education (County Board) and the Tulare County Superintendent of Schools (County Superintendent) recognizes that proficiency standards adopted for students enrolled in regular educational programs may not be appropriate for all students enrolled in department special education programs. Certain students with diagnosed disabilities which prevent them from attaining the regularly adopted proficiency competencies may need differential standards. that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Tulare County Office of Education's (TCOE) regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and TCOE assessments.

Students with exceptional needs should meet the department's graduation standards to the extent that their handicap or disability permit.

The Individualized Education Program (IEP) Team will determine if a student's handicaps or disabilities preclude the student from attaining the department's standards. The determination and development of appropriate differential proficiency standards will be included in the process of developing and managing the student's individualized education program.

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

- 1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
- 2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team
- 3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Legal Reference:

EDUCATION CODE

51215(d) Proficiency standards in basic skills

56000 Education of individuals with exceptional needs

56341(b) – Individualized Education Program Team

56345(b) – Elements of Program Individualized Education Program contents

56390-56392 – Recognition for educational achievement, special education

CODE OF REGULATIONS, TITLE 5

3070 – Graduation

UNITED STATES CODE, TITLE 20

1400-1482 – Individuals with Disabilities Education Act

UNITED STATES CODE OF FEDERAL REGULATIONS, TITLE 30

300.1-300.818 – Individuals with Disabilities Education Act

300.320 – Definition of IEP

Management Resources:

WEB SITES

U.S. Department of Education, Office of Special Education and Rehabilitative Services: https://www2.ed.gov/about/offices/list/osers/index.html

Policy adopted: 11/18/1987 Tulare County Board of Education

Visalia, California

Revised: 3/ /2023

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:

Julie Berk, Assistant Superintendent Student Services

SUBJECT:

Second Reading Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials

DESCRIPTION/SUMMARY:

BP 6161.1 - Selection and Evaluation of Instructional Materials

This existing policy is being updated and revised according to law. The Board must adopt textbooks and instructional materials for use in TCOE schools/programs and must hold a public hearing each year regarding the sufficiency of instructional materials as a condition of received state funds. The accompanying administrative regulation indicates the required and optional criteria for the selection of instructional materials.

AR 6161.1 - Selection and Evaluation of Instructional Materials

This is a new administrative regulation that is being added to meet Education Code requirements.

FINANCING:

N/A

RECOMMENDATION:

Adopt the policy and regulation.

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction
BP 6161.1
Selection and Evaluation of Instructional Materials

Selection and Evaluation of Instructional Materials

The Tulare County Board of Education (County Board) desires that Tulare County Office of Education (TCOE) instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The County Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and TCOE's curriculum to ensure that they effectively support TCOE's adopted course of study.

The County Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during TCOE's review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Cod 60200, 60210)

The County Board shall adopt instruction materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the County Board shall consider the recommendation of the Tulare County Superintendent of Schools (County Superintendent) or designee and/or an advisory committee established to review the materials.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of TCOE's instructional materials, including textbooks, technology-based materials, other educational materials, and test. Technology-based materials include, but are not limited to, software programs, video disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The County Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the county containing the

time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

- 1. Mathematics
- 2. Science
- 3. History-social science
- 4. English language arts, including the English language development component of an adopted program
- 5. World language
- 6. Health

The County Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the County Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the TCOE school/program, and has the ability to use and access them at home. (Education Code 60119)

If the County Board determines that there are insufficient textbooks or other instructional materials, TCOE shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reason that each student does not have sufficient textbooks or instructional materials. The County Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in TCOE's local control and accountability plan. (Education Code 52060)

Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 – Complaints Concerning Instructional Materials or AR 1312.4 – Williams Uniform Complaint Procedures, as applicable.

Legal Reference:

EDUCATION CODE

220 – Prohibition of discrimination

1240 - County superintendent of schools, duties

33050-33053 – General waiver authority

33126 – School accountability report card

35272 – Education and athletic materials

44805 – Enforcement of course of studies; use of textbooks, rules and regulations

49415 – Maximum textbook weight

51501 – Prohibited means of instruction

52060-52077 – Local control and accountability plan

60000-60005 – Instructional materials, legislative intent

60010 – Instructional materials, definition

60040-60052 – Requirements for instructional materials

60060-60063.5 - Requirements for publishers and manufacturers

60070-60076 – Prohibited acts (re instructional materials)

60110-60115 – Instructional materials on alcohol and drug education

60119 – Sufficiency of textbooks and instructional materials; hearing and resolution

60200-60210 – Elementary school materials

60226 – Requirements for publishers and manufacturers

60350-60352 – Core reading program instructional materials

60400-60411 – Instructional materials, high schools

60510-60511 – Donation for sale of obsolete instructional materials

60605 – State-adopted content and performance standards in core curricular areas

60605.8 – Common core standards

60605.86-60605.88 – Supplemental instructional materials aligned with Common Core State Standards

CALIFORNIA CODE OF REGULATIONS, TITLE 5

9505-9530 – Instructional materials

Management Resources

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluating Instructional Materials for Social Content, 2013

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbook and Instructional Materials, rev. January 2015

WEBSITES

California School Board Association: csba.org California Department of Education: cde.ca.gov Association of American Publishers: publishers.org

Policy adopted: 1/7/1981 Tulare County Board of Education

Visalia, California

Revised: 3/--/2023

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction BP 6161.1

Guidelines for Selection and Evaluation of Instructional Materials

Guidelines for Selection and Evaluation of Instructional Materials

The Tulare County Board of Education (County Board) desires that Tulare County Office of Education (TCOE) instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The County Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and TCOE's curriculum to ensure that they effectively support TCOE's adopted course of study.

The County Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during TCOE's review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Cod 60200, 60210)

The County Board shall adopt instruction materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the County Board shall consider the recommendation of the Tulare County Superintendent of Schools (County Superintendent) or designee and/or an advisory committee established to review the materials.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of TCOE's instructional materials, including textbooks, technology-based materials, other educational materials, and test. Technology-based materials include, but are not limited to, software programs, video disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing hall beheld on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The County Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the county containing the

time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

- 1. Mathematics
- 2. Science
- 3. History-social science
- 4. English language arts, including the English language development component of an adopted program
- 5. World language
- 6. Health

The County board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the County Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the TCOE school/program, and has the ability to use and access them at home. (Education Code 60119)

If the County Board determines that there are insufficient textbooks or other instructional materials, TCOE shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reason that each student does not have sufficient textbooks or instructional materials. The County Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in TCOE's local control and accountability plan. (Education Code 52060)

Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 – Complaints Concerning Instructional Materials or AR 1312.4 – Williams Uniform Complaint Procedures, as applicable.

Purpose of Guidelines

The purpose of these guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in California's public elementary schools to ensure compliance with the Education Code.

Children pattern their interests, prejudices, and ideas after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exiting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented. The Legislature recognized the vital role instructional materials play in the formation of a child's attitudes and beliefs when it adopted Education Code sections 60040 and 60044.

These guidelines comprise the minimum standards for acceptability, including compliance with Education Code sections 60040 and 60044.

In order to portray accurately the cultural and racial diversity and the male and female roles in our society, instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities, but also the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

- 1. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instructions in a teacher manual, designed to overcome noncompliant pictures or text in a pupil edition, be given any consideration in evaluation of the pupil edition.
- 2. In certain limited situations it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting an item of classical or contemporary literature, music, or art, including folk tales, which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included in the pupil edition indicating that, for example, although a particular attitude toward women or a minority group was prevalent during a certain period in history, or is prevalent in the particular culture or country depicted, that attitude has changed or does not occur in the contemporary United States as appropriate.
- 3. When examining an instructional material for adverse reflection on one's race, creed, sex, etc., prohibited by Education Code section 60044, the evaluator should make a qualitative judgment with respect to stories or articles having a historical or particular cultural perspective. Any description, depiction, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussion, or other devices included therein, or immediately attached thereto, which may overcome the impact of such offending words or pictures. The instructional materials should be rejected only if, on a total basis, the story or article would, in the mind of an average pupil for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.
- 4. These guidelines may be inapplicable to certain instructional materials. For example, materials need not include references to people. Therefore, math problems described solely in abstract terms or stories about animals without human attributes are outside the scope of these guidelines.

Additionally, materials which contain references to children need not include references to adults.

5. In determining how strictly to apply the guidelines, consideration must also be given to the number of characters presented, and the relationship among them. For example, if there are only three or four main characters, or if all of the main characters are members of the same family, it would obviously be unrealistic to expect a wide diversity of ethnic groups and kinds of roles portrayed. Likewise, if the setting is restricted to a certain locale, such as a large city ghetto or a sparsely settled desert region, the possibilities for showing a wide range of socio-economic groups in a wide range of activities are necessarily limited.

Materials in a Series

When evaluating instructional materials which are designed to be used as a graded, nongraded, or multigraded series, each component thereof shall be judged individually for compliance and without regard to the content of any other component. However, a group or sequence of materials which is designed for use exclusively within a particular single grade shall be judged on a total basis for compliance with the sex and ethnic portrayal standards in Education Code section 60040, but judged on an individual basis for compliance with the prohibitions in Education Code section 60044 concerning adverse reflections on one's race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth-grade readers, and a pupil is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately for compliance with the adverse reflection prohibitions.

A. Male and Female Roles Education Code sections 60040(a) and 60044(a)

In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavior situations, presenting both sexes in the full range of their human potential.

The following criteria #1 and #2 are essential, and each shall be met. The remainder of the criteria should be met, but 100 percent compliance on each one is not essential to a "yes" vote. Unless the deficiency is flagrant, failure in one of the criteria #3 through #9 should not disqualify the item, provided it meets the other criteria to a reasonable degree. Criteria #3 through #9 may be judged as a group, wherein an especially good rating on one criterion may compensate for a poorer showing on another one.

Regardless of subject area, all the following criteria apply to all instructional materials that reflect contemporary United States or California society or any unidentifiable society. In addition, Criterion #1 applies to all materials that reflect any society outside the United States (see Limitations #3).

Consideration is given to reprints of certain types of literature, music, and art which do not conform to any one or more of these criteria (see Limitation #2). For example, when references to women are omitted, their absence must be discussed and questioned in the student edition, with an eye toward making the student aware of the historical and cultural situation in which this

- inequity occurred, the process of philosophical change and its effects on social patterns, and the underlying goal of equity basic to our democratic system.
- 1. Descriptions, depictions, labels, or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.
- 2. Instructional materials containing references to, or illustrations of, people must refer to or illustrate males and females approximately evenly, in both number and importance, except as limited by accuracy or special purpose. Even though numerically the portrayals of males and females may be approximately even, the aspect of importance or impact of those portrayals is a qualitative judgment. For example, assume that a single illustration of one or more females is quantitatively overbalanced by a ten-page story of one or more male characters. If, however, the illustration is judged to have an educational effectiveness or impact equal to or greater than that of the story, the two items may be considered to be in balance
- 3. Mentally or physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.
- 4. Emotions for example, fear, anger, aggression, excitement, or tenderness should occur randomly among characters regardless of gender.
- 5. Traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.
- 6. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented therein approximately equally.
- 7. Where life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.
- 8. Whenever a material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.
- 9. Imbalance or inequity of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.
- 10. Sexually neutral language—for example, "people", "Persons", "men and women", "pioneers", "they"—should generally be used.

(The standard here is basically objective and easy to measure: Does the material indulge in male references so as to exclude females as participants in society? It is left to the evaluator's discretion to determine when there are extenuating circumstances, such as adherence to grammatical rules or the requirement to convey the author's intended meaning.)

B. Ethnic and Cultural Groups Education Code sections 60040(b) and 60044(b)

In order to project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development of each child, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority of minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups, thereby reinforcement the self-esteem and potential of all people and helping the members of minority groups to find their rightful places in society.

- 1. Descriptions, depictions, or labels which tend to demean, stereotype, or be patronizing toward minority groups must not appear.
- When diverse ethnic or cultural groups are portrayed, such portrayal must not depict differences
 in customs or life-styles as undesirable and must not reflect an adverse value judgment on such
 differences.
- 3. Instructional materials containing references to, or illustrations of, people must refer to or illustrate a fair proportion of diverse ethnic groups, except as limited by accuracy or special purpose.
- 4. Mentally active, creative, and problem solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority group characters.
- 5. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.
- 6. Minority persons should be depicted in the same range of socio-economic settings as are persons of the majority group.
- 7. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of United States life.
- 8. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.
- 9. Whenever developments in history or current events, or achievements in art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons, should be included and discussed when historically accurate.
- 10. Imbalance or inequity of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.
- C. Entrepreneur and Labor Education Code sections 60040(c) and 60044(c)

 The criteria are:
- 1. References or labels which tend to demean, stereotype, or be patronizing toward and occupation, vocation, or livelihood must not appear.

- 2. Where appropriate, reference should be made to the role and contribution of the entrepreneur in the total development of California and the United States, and any such reference should be accurate.
- 3. Where appropriate, reference should be made to the role and contribution of labor in the total development of California and the United States, and any such reference should be accurate.
- D. Religion Education Code sections 60040(b) and 60044(b)
 - These three criteria are essential items—in order for the material to be approved, they SHALL all be met.
- 1. No religious belief or practice shall be held up to ridicule, nor any religious group portrayed as inferior.
- 2. Any explanation or description of a religious belief or practice shall be presented in a manner which neither encourages nor discourages belief in the matter, nor indoctrinates the student in any particular religious belief.
- 3. Portrayals of contemporary United States society should, where religion is discussed or depicted, reflect its religious diversity. Except where a material deals with a particular racial, ethnic, or cultural group or a particular historical era in the United States or California, materials in, but not limited to, art, music, and social sciences must, to a reasonable extent, reflect the religious diversity of contemporary United States society. (Education Code section 60040(b) in conjunction with cultural diversity.)

E. Brand Names

The criteria are:

Instructional materials shall not contain illustrations of any identifiable commercial brand names, representations of corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration. (Grades Kindergarten through Grade 8)

F. Food

The criterion is:

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritive value. (Grades Kindergarten through Grade 8)

- G. Ecological Systems; use of Tobacco, Alcohol, Drugs, and Other Dangerous Substances
 When adopting instructional materials for use in schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:
 - (a) Man's place in ecological systems and the necessity for the protection of our environment.
 - (b) The effect on the human system of the use of tobacco, alcohol, narcotics and restricted dangerous drugs as defined in Section 11032 of the Health and Safety Code, and other dangerous substances. [Education Code section 60041(b)]

- H. Thrift, Fire Prevention and Humane Treatment of Animals and People When adopting instructional materials for use in the schools, governing boards shall require such materials as they deem necessary and proper to encourage thrift, fire prevention and the humane treatment of animals and people. (Education Code section 60042)
- I. Declaration of Independence and Constitution of the United States

 When adopting instructional materials for use in the schools, governing boards shall require,
 when appropriate to the comprehension of pupils, that textbooks for social science, history, or
 civics classes contain the Declaration of Independence and the Constitution of the United States.
 (Education Code section 60043)

Prohibited Instructional Materials

No instructional materials shall be adopted by any governing board for use in the schools which, in its determination, contain:

- (a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation.
- (b) Any sectarian or denominational doctrine or propaganda contrary to law. (Education Code section 60044)

The county board of education will consider for approval only those films and filmstrips which have been previously reviewed by members of the staff, or other competent persons, and attested to in writing. It shall be the policy of the board to personally review all films and filmstrips relating to family life education and other possible controversial topics.

The county board of education will consider for approval only those books which have been previously reviewed by members of the staff, or other competent persons, and attested to in writing.

Legal Reference:

EDUCATION CODE

220 – Prohibition of discrimination

1240 – County superintendent of schools, duties

33050-33053 – General waiver authority

33126 – School accountability report card

35272 – Education and athletic materials

44805 – Enforcement of course of studies; use of textbooks, rules and regulations

49415 – Maximum textbook weight

51501 – Prohibited means of instruction

52060-52077 – Local control and accountability plan

60000-60005 – Instructional materials, legislative intent

60010 – Instructional materials, definition

60040-60047 60052 – Requirements for instructional materials

60060-60063.5 – Requirements for publishers and manufacturers

60070-60076 – Prohibited acts (re instructional materials)

60110-60115 – Instructional materials on alcohol and drug education

60119 – Sufficiency of textbooks and instructional materials; hearing and resolution

60200-60210 – Elementary school materials

60226 – Requirements for publishers and manufacturers

60350-60352 – Core reading program instructional materials

60400-60411 – Instructional materials, high schools

60510-60511 – Donation for sale of obsolete instructional materials

60605 – State-adopted content and performance standards in core curricular areas

60605.8 – Common core standards

60605.86-60605.88 – Supplemental instructional materials aligned with Common Core State Standards

CALIFORNIA CODE OF REGULATIONS, TITLE 5

9505-9530 – Instructional materials

State Board of Education "Guidelines" contained in memorandum from legal office to State Superintendent of Schools, April, 1976

Specific Criteria 7 and 8 approved by State Board of Education, December 8, 1977

Title IX of Education Amendments of 1972

Management Resources

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluating Instructional Materials for Social Content, 2013

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbook and Instructional Materials, rev. January 2015

WEBSITES

California School Board Association: csba.org
California Department of Education: cde.ca.gov
Association of American Publishers: publishers.org

Policy adopted: 1/7/1981 Tulare County Board of Education

Visalia, California

Revised: 3/--/2023

SUBMITTED BY:
Julie Berk, Assistant Superintendent Student Services
Student Services
SUBJECT:
Second Reading Board Policy 6146.1 - High School Graduation Requirements
DESCRIPTION/SUMMARY:
BP 6146.1 - High School Graduation Requirements
This existing policy is being updated and revised according to law. Education Code 51225.3 specifies the courses that students are required to complete in order to
graduate from high school and requires adoption of alternative means for students to complete the
prescribed course of study. Exemptions are also required for eligible students with disabilities.
FINANCING:
N/A
IVA
RECOMMENDATION:
Adopt the policy.

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction
BP 6146.1
High School Graduation Requirements

High School Graduation Requirements

The Tulare County Board of Education (County Board) desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increase their opportunities for postsecondary education and employment.

Students in Tulare County Office of Education (TCOE) schools and programs shall complete graduation course requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in "Exemptions from TCOE-adopted Graduation Requirements," below. Students who are exempted from TCOE-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

- 1. Three courses in English (Education Code 51225.3)
- 2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grade 9-12. (Education Code 51224.5)

- 3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
- 4. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; and one-semester course in American government and civics; and one-semester course in economics (Education Code 51225.3)
- 5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

- 6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- 7. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemption from TCOE-Adopted Graduation Requirements

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the County Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

- 1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into a TCOE school or program or between schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the County Board that are in addition to statewide course requirements. This exemption shall not apply if the County Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, TCOE may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440):

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by TCOE that are consistent with the purpose of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a Tulare County high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

Deceased former student who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

- 3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a Tulare County high school
- 4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The County Board may grant an honorary high school diploma to: (Education Code 51225.5)

- 1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in a TCOE school or program
- 2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by TCOE. (Education Code 51225.5)

Legal Reference:

EDUCATION CODE

- 220 Prohibition of discrimination
- 47612 Average daily attendance in charter school
- 48200 Compulsory attendance
- 48204.4 Parents/guardians departing California against their will
- 48412 Certificate of proficiency
- 48430 Continuation education schools and classes
- 48645.5 Former juvenile court school students; enrollment
- 48980 Parent/Guardian notification
- 49701 Provisions of the Interstate Compact on Educational Opportunities for Military Children
- 51224 Skills and knowledge required for adult life
- 51224.5 Algebra in course of study for grades 7-12
- 51225.1 Exemption from district graduation requirements
- 51225.2 Course credits
- 51225.3 High school graduation requirements
- 51225.31 Exemption for students with disabilities
- 51225.35 Mathematics course requirements; computer science
- 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
- 51225.5 Honorary diplomas; foreign exchange and terminally ill students
- 51225.6 Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
- 51225.9 Courses of Study, Grades 7 to 12; Career Technical Education
- 51228 Course of study; offerings and timely opportunity
- 51230 Credit for community emergency response training
- 51240-51246 Exemptions from requirements
- 51250-51251 Assistance to military dependents
- 51410-51413 Diplomas
- 51420-51427 High school equivalency certificates
- 51430 Retroactive high school diplomas
- 51440 Credit and granting of diplomas to veterans and members of the military service
- 51450-51455 Golden State Merit Diploma
- 51744-51749.6 Independent study
- 56390-56392 Recognition for educational achievement; special education
- 60640 California Assessment of Student Performance and Progress
- 66204 Certification of high school courses as meeting university admission criteria
- 67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

- 1600-1651 Graduation of students from grade 12 and credit toward graduation
- 4600-4670 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela) (2006)141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA District and County Office of Education Legal Services: https://legalservices.csba.org/California Department of Education, High School: https://www.cde.ca.gov/ci/gs/hs/

University of California, List of Approved A-G Courses:

https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

CSBA: https://www.csba.org/

Policy adopted: 12/7/2005 Tulare County Board of Education

Visalia, California

Revised: 03/--/2023

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction
BP 6146.1
High School Graduation Requirements

High School Graduation Requirements

The Tulare County Board of Education (County Board) desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increase their opportunities for postsecondary education and employment.

Students in Tulare County Office of Education (TCOE) schools and programs shall receive diplomas of graduation from high school only after completing complete graduation the prescribed course of study and passing the CAHSEE (2006 forward) or meeting proficiency standards (until 2006 or CAHSEE mandated). requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in "Exemptions from TCOE-adopted Graduation Requirements," below. Students who are exempted from TCOE-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

- 1. Three courses in English (Education Code 51225.3)
- 2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grade 9-12. (Education Code 51224.5)

- 3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
- 4. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; and one-semester course in American government and civics; and one-semester course in economics (Education Code 51225.3)
- 5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

- 6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- 7. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

The County Superintendent recognizes that the prescribed course of study may not accommodate the needs of some students. The County Superintendent, with the active involvement of parents/guardians, administrators, teachers and students, shall adopt alternative means for the completion of prescribed courses, which may include:

- 1. Practical demonstration of skills and competencies,
- 2. Work experience, extended campus experiences or other outside school experience,
- 3. Career technical education classes,
- 4. Courses offered by Regional Occupational Centers or Programs,
- 5. Interdisciplinary study,
- 6. Independent study,
- 7. Credit earned at a post-secondary institution,

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians and the public.

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemption from TCOE-Adopted Graduation Requirements

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the County Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

- 1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into a TCOE school or program or between schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the County Board that are in addition to statewide course requirements. This exemption shall not apply if the County Superintendent or designee makes a finding

that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, TCOE may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440):

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by TCOE that are consistent with the purpose of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. The Tulare County Board of Education may retroactively grant a high school diploma to a former student who was Were interned by order of the federal government during World War II or who is an are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that he/she was they were enrolled in a Tulare County high school immediately preceding the internment or military service and he/she did not receive a diploma because his/her their education was interrupted due to the internment or military service in those wars.

In addition, the Tulare County Board of Education may retroactively grant a diploma to a dDeceased former student who satisfies the above satisfy these conditions may be granted a retroactive diploma to. The diploma shall be received by the deceased student's their next of kin.

- 3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a Tulare County high school
- Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The County Board may grant an honorary high school diploma to: (Education Code 51225.5)

- 1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in a TCOE school or program
- 2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by TCOE. (Education Code 51225.5)

Legal Reference:

EDUCATION CODE

- 37252 Pupils to whom summer school instruction programs shall be offered
- 220 Prohibition of discrimination
- 47612 Average daily attendance in charter school
- 48200 Compulsory attendance
- 48204.4 Parents/guardians departing California against their will
- 48412 Certificate of proficiency
- 48430 et seq. Continuation education schools and classes
- 48645.5 Former juvenile court school students; enrollment
- 48980 Parent/Guardian notification
- 49701 Provisions of the Interstate Compact on Educational Opportunities for Military Children
- 51224 Course of study Skills and knowledge required for adult life
- 51224.5 Algebra in course of study for grades 7-12
- 51225.1 Exemption from district graduation requirements
- 51225.2 Course credits
- 51225.3 Requirements for High school graduation requirements
- 51225.31 Exemption for students with disabilities
- 51225.35 Mathematics course requirements; computer science
- 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
- 51225.4 Courses of instruction implementation policy; certification
- 51225.5 Honorary diplomas; foreign exchange and terminally ill students
- 51225.6 Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
- 51225.9 Courses of Study, Grades 7 to 12; Career Technical Education

51226 Model curriculum standards

51228 – Course of study; offerings and timely opportunity

51230 – Credit for community emergency response training

51240-51246 – Exemptions from requirements

51250-51251 – Assistance to military dependents

51260-51269 Drug education

51400-51455 51410-51413 – Diplomas and certificates

51420-51427 – High school equivalency certificates

51430 – Retroactive high school diplomas

51440 – Credit and granting of diplomas to veterans and members of the military service

51450-51455 – Golden State Merit Diploma

51744-51749.6 – Independent study

51850-51854 Driver training

52508 Diplomas or certificates (adult school)

52510 Requirements for eighth-grade graduation (adult school)

56390-56392 – Recognition for educational achievement; special education

60640 – California Assessment of Student Performance and Progress

66204 – Certification of high school courses as meeting university admission criteria

67386 – Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 – Graduation of pupils students from grade 12 and graduation credit toward graduation

10020 Automotive driver education

10040-10043 Automotive driver training

4600-4670 – Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela) (2006)141 Cal. App. 4th 1452

Management Resources:

WEB SITES

CSBA District and County Office of Education Legal Services: https://legalservices.csba.org/

California Department of Education, High School: https://www.cde.ca.gov/ci/gs/hs/

University of California, List of Approved A-G Courses:

https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

CSBA: https://www.csba.org/

Policy adopted: 12/7/2005 Tulare County Board of Education

Visalia, California

Revised: 03/--/2023

SUBMITTED BY:

Julie Berk, Assistant Superintendent Student Services

SUBJECT:

Second Reading Board Policy and Administrative Regulation 6143 - Courses of Study

DESCRIPTION/SUMMARY:

BP 6143 - Courses of Study

The Education Code requires that the adopted course of study for secondary (grades 7-12) offer specific courses that fulfill the requirements and prerequisites for admission to California public colleges. This existing policy is being updated and revised according to law and TCOE offerings.

AR 6143 - Courses of Study

This is a new administrative regulation that is being added to meet Education Code requirements for specific courses of study.

FINANCING:

N/A

RECOMMENDATION:

Adopt the policy and regulation.

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction BP 6143 Courses of Study

Courses of Study

The Tulare County Board of Education (County Board) recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The Tulare County Office of Education's (TCOE) course of study shall provide students with opportunities to attain the skill, knowledge, and abilities they need to be successful academically, professional, and personally.

The Tulare County Superintendent of Schools (County Superintendent) or designee shall establish processes for ensuring the articulation of courses across grade levels with TCOE schools/programs. As necessary, the County Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which TCOE students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significate duplication of content, and allows for reinforcement and progression in the subject matter.

TCOE shall not provide any courses separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The County Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

Secondary Grades

TCOE shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. TCOE's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The County Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The County Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference:

EDUCATION CODE

33319.3 – Driver education; CDE materials on road rage

33540 – Standards for government and civics instruction

48980 - Parent/Guardian notification

51202 – Instruction in personal and public health and safety

51203 – Instruction on alcohol, narcotics and dangerous drugs

51204 – Course of study designed for student's needs

51204.5 – History of California; contributions of men, women, and ethnic groups

51210-51212 – Course of study for grades 1-6

51220-51229 – Course of study for grades 7-12

51241 – Temporary, two-year or permanent exemption from physical education

51911-51921 – Comprehensive health education

51930-51939 – California Healthy Youth Act

51940 – Curriculum for brain and spinal cord injury prevention

60040-60052 – Requirements for instructional materials

66204 – Certification of high school courses as meeting university admission criteria

HEALTH & SAFETY CODE

11032 – Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

4940 – Nondiscrimination; course access

10020-10043 – Automobile driver education and training

10060 – Criteria for high school physical education program

UNITED STATES CODE, TITLE 20

6111-6251 - School-to-Work Opportunity Act of 1994

Management Resources:

WEB SITES

University of California, List of Approved a-g Courses: https://hs-articulation.ucop.edu/agcourselist University of California, a-g Course Submissions:

https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses

CSBA: www.csba.org

California State University, Admission Requirements: www.calstate.edu/apply

California Department of Education: www.cde.ca.gov California Colleges.edu: www.californiacolleges.edu California Career Resource Network: www.californiacareers.info

American Health Association: www.heart.org

Policy adopted: 1/7/1981 Tulare County Board of Education

Visalia, California

Revised: 3/--/2023

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction
BP 6143
Curriculum Guides Courses of Study

Curriculum Guides Courses of Study

The Tulare County Board of Education (County Board) recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The Tulare County Office of Education's (TCOE) course of study shall provide students with opportunities to attain the skill, knowledge, and abilities they need to be successful academically, professional, and personally.

The Tulare County Superintendent of Schools (County Superintendent) or designee shall establish processes for ensuring the articulation of courses across grade levels with TCOE schools/programs. As necessary, the County Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which TCOE students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significate duplication of content, and allows for reinforcement and progression in the subject matter.

TCOE shall not provide any courses separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

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The County Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The County Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Curriculum guides, courses of study and monographs shall be prepared in harmony with the legal requirements of the State and the purposes of the program of instruction adopted by the county board of education.

The superintendent or his designee shall have general coordinating authority and oversight over the formation of all courses of study, curriculum guides, and monographs.

Curriculum development is based on the assumption that such effort is most productive when conducted as a cooperative enterprise in which teachers, administrators, students and parents participate appropriately.

Legal Reference:

EDUCATION CODE

33319.3 – Driver education; CDE materials on road rage

33540 – Standards for government and civics instruction

48980 – Parent/Guardian notification

51202 – Instruction in personal and public health and safety

51203 – Instruction on alcohol, narcotics and dangerous drugs

51204 – Course of study designed for pupil's student's needs

51204.5 – History of California; contributions of men, women, and ethnic groups

51210-51213 51212 – Course of study for grades 1 through -6

51220-51227 51229 – Course of study for grades 7 through -12

51241 – Temporary, two-year or permanent exemption from physical education

51880 et seq. 51911-51921 – Comprehensive health education

51930-51939 – California Healthy Youth Act

51940 – Curriculum for brain and spinal cord injury prevention

60040-60052 – Requirements for instructional materials

66204 – Certification of high school courses as meeting university admission criteria

GOVERNMENT CODE

3543.2 Scope of negotiations

HEALTH & SAFETY CODE

11032 – Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

4940 – Nondiscrimination; course access

10020-10043 – Automobile driver education and training

10060 – Criteria for high school physical education program

UNITED STATES CODE, TITLE 20

6111-6251 - School-to-Work Opportunity Act of 1994

Management Resources:

WEB SITES

University of California, List of Approved a-g Courses: https://hs-articulation.ucop.edu/agcourselist

University of California, a-g Course Submissions:

https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses

CSBA: www.csba.org

California State University, Admission Requirements: www.calstate.edu/apply

California Department of Education: www.cde.ca.gov California Colleges.edu: www.californiacolleges.edu

California Career Resource Network: www.californiacareers.info

American Health Association: www.heart.org

Policy adopted: 1/7/1981 Tulare County Board of Education

Visalia, California

Revised: 3/--/2023

TULARE COUNTY OFFICE OF EDUCATION

Administrative Regulation

Instruction
AR 6143
Courses of Study

Courses of Study

Grade 7-12

Courses of study for grades 7-12 shall include the following:

- 1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
- 2. Social science: age-appropriate instruction drawing upon the discipline of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
 - a. The history, resources, development, and government of California and the United States, including instruction in:
 - i. The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program (Education Code 51220.2

- The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environment, including the wise use of natural resources (Education Code 51221)
- e. Eastern and western cultures and civilizations
- f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust

- g. Contemporary issues
- 3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
- 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)
- 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)
- 6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
- 7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic and creative expression (Education Code 51220)
- 8. Applies arts: consumer education, family and consumer science education, industrial arts, general business education, or general agriculture (Education Code 51220)
- 9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)
- 10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)
- 11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

- 1. Vehicle Code provisions and other relevant state laws
- 2. Proper acceptance of personal responsibility in traffic

- 3. Appreciation of the causes, seriousness, and consequences of traffic accidents
- 4. Knowledge and attitudes necessary for the safe operation of motor vehicles
- 5. The safe operation of motorcycles
- 6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
- 7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Notification and Information to Students in Grades 9-12

At the beginning of each school year, the County Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

- 1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
- 2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
- 3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
- 4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
- 5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

The County Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

Financial Aid Requirements for Students in Grade 12

Commencing in the 2022-2023 school year, the County Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to TCOE

2. If TCOE determines that a student is unable to complete a requirement of Education Code 51225.7, TCOE shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf

The County Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, and/or legal resource organization. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

Legal Reference:

EDUCATION CODE

- 33319.3 Driver education; CDE materials on road rage
- 33540 Standards for government and civics instruction
- 48980 Parent/Guardian notification
- 51202 Instruction in personal and public health and safety
- 51203 Instruction on alcohol, narcotics and dangerous drugs
- 51204 Course of study designed for student's needs
- 51204.5 History of California; contributions of men, women, and ethnic groups
- 51210-51212 Course of study for grades 1-6
- 51220-51229 Course of study for grades 7-12
- 51241 Temporary, two-year or permanent exemption from physical education
- 51911-51921 Comprehensive health education
- 51930-51939 California Healthy Youth Act
- 51940 Curriculum for brain and spinal cord injury prevention
- 60040-60052 Requirements for instructional materials
- 66204 Certification of high school courses as meeting university admission criteria

HEALTH & SAFETY CODE

11032 – Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

4940 – Nondiscrimination: course access

10020-10043 – Automobile driver education and training

10060 – Criteria for high school physical education program

UNITED STATES CODE, TITLE 20

6111-6251 – School-to-Work Opportunity Act of 1994

Management Resources:

WEB SITES

University of California, List of Approved a-g Courses: https://hs-articulation.ucop.edu/agcourselist University of California, a-g Course Submissions:

https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses

CSBA: www.csba.org

California State University, Admission Requirements: www.calstate.edu/apply

California Department of Education: www.cde.ca.gov California Colleges.edu: www.californiacolleges.edu

California Career Resource Network: www.californiacareers.info

American Health Association: www.heart.org

Policy adopted: 3/--/2023 Tulare County Board of Education

Visalia, California

Tulare County Superintendent of Schools

Visalia, California

Revised:

SUBMITTED BY:

Sara Marvin/Human Resources

SUBJECT: GOLDEN HANDSHAKE FOR EMPLOYEES UNDER PERS

(Public Employees Retirement System) (Government Code Section 20904)

Approval of Window Period: 04/01/2023 - 06/30/2023

DESCRIPTION/SUMMARY:

As required under Government Code Section 7507, the costs for providing the Golden Handshake to eligible* PERS members were reported at the board meeting of February 8, 2023. We now request approval of the Golden Handshake and would like to establish a window period of **April 1, 2023, through June 30, 2023**. PERS members must retire during the designated window period to receive two years additional service credit. Earlimart School District was the only district who expressed interest, so the incentive will be restricted to them.

The employer must certify that the retirements under the Golden Handshake will either: (1) result in a net savings to the district or county office, or (2) result in an overall reduction in the work force of the organizational unit because of impending mandatory transfers, demotions and/or layoffs that constitute at least 1% of the job classification, as designated by the county superintendent of schools, resulting from the curtailment of or change in the manner of performing, its services.

*To be eligible, employees must be age 50 or older with at least five years of credited service under PERS.

FINANCING:

n/a

RECOMMENDATION:

Approval of PERS Golden Handshake window period of April 1, 2023 through June 30, 2023.

SUBMITTED BY: Tammy Bradford, Assistant Superintendent Special Services Division
SUBJECT: IDEA 619 Federal Preschool Grant Award 2022-2023
DESCRIPTION/SUMMARY: The Federal Preschool Grant award is specifically allocated for special education and related services to children with disabilities for preschool ages three, four, and five.
FINANCING: \$1,213,521 to be expended by September 30, 2024.
RECOMMENDATION: Approval of funds.

SUBMITTED BY: Tammy Bradford, Assistant Superintendent Special Services Division
SUBJECT: Preschool Staff Development Grant Award 2022-2023
DESCRIPTION/SUMMARY: Preschool staff development funds will be used to support local staff development for personne working in infant and preschool programs that serve children with disabilities.
FINANCING: \$3,522 to be expended by September 30, 2024.
RECOMMENDATION: Approval of funds.

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent Special Services Division
SUBJECT:
Tulare County/District SELPA Transportation Plan
DESCRIPTION/SUMMARY:
The Tulare County/District SELPA Transportation Plan will be presented for review and adoption.
FINANCING:
N/A
RECOMMENDATION:
Recommend adoption of the Transportation Plan for the Tulare County/District SELPA.



Transportation Services

Enter description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

The Tulare County SELPA provides home-to-school transportation services for qualifying Member School Districts for students with disabilities from Preschool through the Adult Transitional Program, regardless of income, and that are enrolled in the County Operated Programs for Special Education, and with required transportation on the student's IEP. The SELPA shall ensure that the concept of "Least Restrictive Environment" (LRE) applies to the transportation of students with special needs as operationalized by its Member LEAs.

When an IEP team determines that transportation is not a necessary related service, the child's parent/guardian shall choose the mode of travel to and from school from the options available to general education students. When addressing transportation as a related service, there are two categories of students with special needs to be considered: (1) Those for whom transportation is a related service, but delivering that service does not require any accommodation. These students can ride with their peers with no special needs; and (2) those for whom transportation is a related service and accommodation is necessary to ensure they can access educational services.

Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

Transportation services for special education students may be provided by the regular transportation system of an LEA, specially designed vehicles operated by an LEA, contracts with other public or private agencies or by payment in lieu of transportation to parents or other qualified individuals. The responsibility for providing and paying for transportation services may vary according to the circumstances related to individual placements of students.



The following listing, which is not all inclusive, identifies the most common situations which may require that transportation be provided and identifies the LEA/s responsible for providing and paying the costs of the service.

- A. For students who are residents of the school district which operates the special education program in which the student has been placed, the district of residence must provide and/or pay for the transportation.
- B. For students who are residents of one school district, but have been placed through the IEP process to receive service in another district or SELPA, the district of residence is responsible to provide and/or pay the transportation costs.
- C. For students who are residents of a school district or reside in an LCI or FFH within a school district, and are placed through an IEP in a Nonpublic school or Agency, the district making the placement is responsible to provide and/or pay the costs for the transportation.
- D. For students who reside in school districts within the SELPA, but are assigned through the IEP process to programs for which the county office is given responsibility shall,
 - a. Wherever possible, pupils with disabilities shall be transported by regular transportation to classes and programs.
 - b. Pupils placed in special classes operated by the Tulare County Office of Education shall, whenever possible, be transported by regular district transportation.
- E. Students transported to special day classes outside of their district of residence and there being no other available means, shall be provided transportation, a) under the Tulare County Office of Education Master Transportation Contract, or b) with private drivers or parents in isolated cases.
- F. If this is not feasible, then the county office has the responsibility to apply all state transportation revenues received to reduce excess costs. The school districts in the
 - county are responsible for the excess costs of transportation services provided by the SELPA in accordance with the SELPA's Funding Allocation Plan (FAP).
- G. Transportation will be provided to and from sites or clinics where a student is scheduled to receive a related service that is included in the student's IEP. The district of residence is responsible for the cost.



Enter description of how unduplicated pupils, would be able to access available home-to-school transportation at no-cost to the pupils.

Transportation services for special education students may be provided by the regular transportation system of an LEA, specially designed vehicles operated by an LEA, contracts with other public or private agencies or by payment in lieu of transportation to parents or other qualified individuals. The responsibility for providing and paying for transportation services may vary according to the circumstances related to individual placements of students.

The following listing, which is not all inclusive, identifies the most common situations which may require that transportation be provided and identifies the LEA/s responsible for providing and paying the costs of the service.

- H. For students who are residents of the school district which operates the special education program in which the student has been placed, the district of residence must provide and/or pay for the transportation.
- I. For students who are residents of one school district, but have been placed through the IEP process to receive service in another district or SELPA, the district of residence is responsible to provide and/or pay the transportation costs.
- J. For students who are residents of a school district or reside in a Licensed Children's Institutions (LCI) or Family Foster Home (FFH) within a school district, and are placed through an IEP in a Nonpublic school or Agency, the district making the placement is responsible to provide and/or pay the costs for the transportation.
- K. For students who reside in school districts within the SELPA, but are assigned through the IEP process to programs for which the county office is given responsibility shall,
 - a. Wherever possible, pupils with disabilities shall be transported by regular transportation to classes and programs.
 - b. Pupils placed in special classes operated by the Tulare County Office of Education shall, whenever possible, be transported by regular district transportation.
- L. Students transported to special day classes outside of their district of residence and there being no other available means, shall be provided transportation, a) under the Tulare County Office of Education Master Transportation Contract, or



- b) with private drivers or parents in isolated cases.
- M. If this is not feasible, then the county office has the responsibility to apply all state transportation revenues received to reduce excess costs. The school districts in the county are responsible for the excess costs of transportation services provided by the SELPA in accordance with the SELPA's Funding Allocation Plan (FAP).
- N. Transportation will be provided to and from sites or clinics where a student is scheduled to receive a related service that is included in the student's IEP. The district of residence is responsible for the cost.

Consultation

Enter description of the required plan consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders.

Tulare County SELPA will use our School Site Council and Community Advisory meetings for the consultation needed. Utilizing both venues will provide us with representation of parents, pupils, classified staff, teachers, school administrators, and various other stakeholders. We will also be able to make phone calls and/or meetings for the regional local transit authorities, local air pollution control districts, and air quality management districts, and other stakeholders as needed and seen as necessary.



Revenue Calculation

Board Approval Date:

Total 2021-22 Transportation Expenses (Function 3600)	5,962,365.78	
Less Capital Outlay (object 6XXX, Function 3600)	-	
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	-	
Estimated 60% Reimbursement	3,577,419.47	
Less 2021-22 Transportation add-on (from LCFF Calculator)	1,802,742.00	
Total Revenue (Object 8590, Resource 0000)	1,774,677.47	
Expenditures and Other Financing Uses		
2000-2999 - Classified Salaries	-	
3000-3999 - Employee Benefits	-	
4000-4999 - Books and Supplies	-	
5000-5999 - Services and other Operating Expenditures	5,961,679.82	
6000-6999 - Capital Outlay	-	
7000-7999 - Other Outgo	685.96	
Total Expenditures	5,962,365.78	

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.

(must be on or before April 1, 2023)



SUBMITTED BY: Lynne Goodwin
SUBJECT: April is Friday Night Live Month
DESCRIPTION/SUMMARY: April 2023 recognized as California Friday Night Live Month
FINANCING: n/a
RECOMMENDATION: Proclaim April as Friday Night Live Month

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY: Gabriela Guzman, Administrator Leadership Support Services SUBJECT: Board Policy and Administrative Regulation 6171 - Title I Programs DESCRIPTION/SUMMARY: BP 6171 - Title I Programs This is a mandated policy for school districts and county offices of education that receive Title I funds to ensure comparability of services. This existing policy is being updated and revised according to legal requirements. AR 6171 - Title I Programs This is a new administrative regulation that is being added to accompany the board policy. FINANCING: N/A

RECOMMENDATION:

Review the policy and regulation

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction BP 6171 Title I Programs

Title I Programs

The Tulare County Board of Education (county board) desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the Tulare County Office of Education (TCOE) shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how TCOE will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within TCOE's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with TCOE's plan and be tailored to the specific needs of the students at the school.

In addition, TCOE and each school receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

Comparability of Services

In schools receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all TCOE schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among TCOE schools, TCOE shall:

- 1. Adopt and implement a TCOE-wide salary schedule.
- 2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I TCOE schools within that grade span.
 - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I TCOE schools.

- 3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instruction supplies in Title I schools is between 90 and 110 percent of the TCOE-wide average.
- 4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 to 110 percent of the per student average for each grade span in non-Title I schools.

In determining comparability, TCOE shall not include staff salary differentials for years of employment. TCOE also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Tulare County Superintendent of Schools (county superintendent) or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting TCOE's compliance. If any instances of noncomparability are identified, the county superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The county board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of TCOE's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the county board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Legal Reference:

EDUCATION CODE

11503 – Parent involvement programs in Title I schools

52060-52077 – Local control and accountability plan

54420-54425 – State Compensatory Education

64001 – School plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 – Highly qualified teachers

6311-6322 – Improving basic programs for disadvantaged students, including:

6312 – Local educational agency plan

6313 – Eligibility of schools and school attendance areas; funding allocation

6314 – Title I schoolwide program

6315 – Targeted assistance schools

6318 – Parent and family engagement

6320 – Participation of private school students

6321 – Fiscal requirements/comparability of services

6333-6335 – Grants to local educational agencies

6391-6399 – Education for migrant students

7881 – Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.73 – Improving basic programs for disadvantaged students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Meeting Title I, Part A Comparability Requirements, October 2017

Local Control and Accountability Plan Federal Addendum Template

Frequently Asked Questions About Title I Schoolwide Programs

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Services to Eligible Private School Students, October 17, 2003

Title I Fiscal Issues, Non-Regulatory Guidance, February 2008

Fiscal Changes and Equitable Service Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA)

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006 Supplemental Educational Services, June 13, 2005

WEB SITES

U.S. Department of Education: http://www.ed.gov

California Department of Education: http://www.cde.ca.gov

CSBA: http://www.csba.org

Policy adopted: 8/11/2010 Tulare County Board of Education

Visalia, California

Revised: 4/--/2023

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

Instruction BP 6171 Title I Programs

Title I Programs

In order to improve the academic achievement of student from The Tulare County Board of Education (county board) desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the Tulare County Office of Education (TCOE) shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic and assessments. strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

The county superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how TCOE will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within TCOE's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with TCOE's plan and be tailored to the specific needs of the students at the school.

In addition, TCOE The county office and each school receiving Title I funds shall develop a written parent/guardian and family involvement engagement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The county superintendent or designee shall consult with teachers, principals, administrators, other appropriate county office personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the county board of education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the county office will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the county office.

Comparability of Services

State and local funds used In schools receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all county office TCOE schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among county office TCOE schools, TCOE shall:

- 1. The county board of education shall Adopt and implement a county office TCOE-wide salary schedule.
- 2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to teachers, administrators, and other instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio across for all non-Title I TCOE schools within that grade span.
- 3. b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I TCOE schools.
- 3. All county office schools shall be provided with the same level of base funding per student for Ensure equivalence in the provision of curriculum materials and instructional materials supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instruction supplies in Title I schools is between 90 and 110 percent of the TCOEwide average.
- 4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 to 110 percent of the per student average for each grade span in non Title I schools.
- 5. The county superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the county office TCOE shall not include staff salary differentials for years of employment. The county office TCOE also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, The Tulare County Superintendent of Schools (county superintendent) or designee shall measure annually assess comparability in accordance with the above criteria and maintain records documenting the county office's TCOE's compliance. If any instances of noncomparability are identified, the county superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The county board of education shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316) regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of TCOE's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the county board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Legal Reference:

EDUCATION CODE

11503 – Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

52060-52077 – Local control and accountability plan

54420-54425 – State Compensatory Education

64001 – Single School plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 – Program purpose Highly qualified teachers

6311-6322 – Improving basic programs for disadvantaged students, including:

6312 – Local educational agency plan

6313 – Eligibility of schools and school attendance areas; funding allocation

6314 – Title I schoolwide program

6315 – Targeted assistance schools

6316 School improvement

6318 – Parent involvement and family engagement

6320 – Participation of private school students

6321 – Fiscal requirements/comparability of services

6333-6335 – Grants to local educational agencies

6391-6399 – Education for migrant students

7881 – Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 200.73 – Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

Meeting Title I, Part A Comparability Requirements, October 2017

Local Control and Accountability Plan Federal Addendum Template

Frequently Asked Questions About Title I Schoolwide Programs

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Services to Eligible Private School Students, October 17, 2003

Title I Fiscal Issues, May 26, 2006 Non-Regulatory Guidance, February 2008

Fiscal Changes and Equitable Service Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA)

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2004

WEB SITES

U.S. Department of Education: http://www.ed.gov

California Department of Education: http://www.cde.ca.gov

CSBA: http://www.csba.org

No Child Left Behind: http://www.ed.gov/nclb

Policy adopted: 8/11/2010 Tulare County Board of Education

Visalia, California

Revised: 5/--/2023

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

BP 6171 Instruction

Title I Programs

In order to improve the academic achievement of students from economically disadvantaged families, the county office shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The county superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

The county office and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The county superintendent or designee shall consult with teachers, principals, administrators, other appropriate county office personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the county board of education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the county office will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the county office.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all county office schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among county office schools:

1. The county board of education shall adopt and implement a county office wide salary schedule.

- 2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
- 3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
- 4. All county office schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
- 5. The county superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the county office shall not include staff salary differentials for years of employment. The county office also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the county superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the county office's compliance. If any instances of noncomparability are identified, the county superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The county board of education shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

Legal References continued on next page

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: http://www.csba.org

California Department of Education: http://www.cde.ca.gov/iasa/titleone

No Child Left Behind: http://www.ed.gov/nclb U.S. Department of Education: http://www.ed.gov

Policy adopted: 8/11/10 Tulare County Board of Education

Visalia, California

TULARE COUNTY OFFICE OF EDUCATION

Administrative Regulation

Instruction
AR 6171
Title I Programs

Title I Programs

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. (20 USC 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the Tulare County Office of Education (TCOE), tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required for other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will: (20 USC 6314)

- 1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards
- 2. Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
- 3. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting state academic standards, through activities which may include the following:

- a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school
- c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
- d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects
- e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by TCOE and supplemented by the school. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

Any targeted assistance program shall: (20 USC 6315)

- 1. Use program resources to help participating students meet state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education
- 2. Use methods and instructional strategies that strengthen the academic program, through activities which may include:
 - a. Expanded learning time, before- and after-school programs, and summer programs and opportunities

- b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
- 3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
- 4. Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.
- 5. Implement strategies to increase the involvement of parents/guardians of participating students
- 6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311
- 7. Provide assurances to the Tulare County Superintendent of Schools (county superintendent) or designee that the program will:
 - a. Help provide an accelerated, high-quality curriculum
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Legal Reference:

EDUCATION CODE

11503 – Parent involvement programs in Title I schools

52060-52077 – Local control and accountability plan

54420-54425 – State Compensatory Education

64001 – School plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 – Highly qualified teachers

6311-6322 – Improving basic programs for disadvantaged students, including:

6312 – Local educational agency plan

6313 – Eligibility of schools and school attendance areas; funding allocation

6314 – Title I schoolwide program

6315 - Targeted assistance schools

6318 – Parent and family engagement

6320 – Participation of private school students

6321 – Fiscal requirements/comparability of services

6333-6335 – Grants to local educational agencies

6391-6399 – Education for migrant students

7881 – Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.73 – Improving basic programs for disadvantaged students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Meeting Title I, Part A Comparability Requirements, October 2017

Local Control and Accountability Plan Federal Addendum Template

Frequently Asked Questions About Title I Schoolwide Programs

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Services to Eligible Private School Students, October 17, 2003

Title I Fiscal Issues, Non-Regulatory Guidance, February 2008

Fiscal Changes and Equitable Service Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA)

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

Supplemental Educational Services, June 13, 2005

WEB SITES

U.S. Department of Education: http://www.ed.gov

California Department of Education: http://www.cde.ca.gov

CSBA: http://www.csba.org

Regulation adopted: 4/__/2023 Tulare County Board of Education Visalia, California

Tulare County Superintendent of Schools

Revised:

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:
Jody Arriaga, Director
Internal Business Services
SUBJECT:
Budget Revisions through January 31, 2023
DESCRIPTION/SUMMARY:
The budget revisions reflect programmatic adjustments to show budget revisions through January 31, 2023. They summarize all budget adjustments into unrestricted and restricted programs and illustrate their effect on the fund balance. New grants have been added and carry-over has been budgeted where applicable. Significant adjustments are listed at the end of each summary.
FINANCING:
N/A
RECOMMENDATION:
Approve the Budget Revisions



Tim A. Hire, County Superintendent of Schools

2022-2023

2nd Interim Budget
Revisions

COUNTY SCHOOL SERVICE FUND

Budget Revisions as of 1-31-2023

	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUNT	TO BUDGET	AMOUNT
REVENUES			
LOCAL CONTROL FUNDING (LCFF)	\$34,631,017	\$1,493,079	\$36,124,096
FEDERAL REVENUE	\$38,607,802	\$2,188,492	\$40,796,294
STATE REVENUE	\$90,216,791	-\$8,127,053	\$82,089,738
LOCAL REVENUE	\$44,554,911	\$2,972,269	\$47,527,180
OTHER FINANCING SOURCES	\$0	\$0	\$0
TOTAL REVENUE	\$208,010,521	-\$1,473,213	\$206,537,308
EXPENSES			
CERTIFICATED SALARIES	\$43,211,408	-\$1,473,521	\$41,737,887
CLASSIFIED SALARIES	\$50,169,763	-\$2,257,234	\$47,912,529
EMPLOYEE BENEFITS	\$54,136,789	-\$1,721,142	\$52,415,647
BOOKS & SUPPLIES	\$8,279,781	\$37,392	\$8,317,173
SERVICES & OPERATING	\$54,860,122	\$1,129,201	\$55,989,323
CAPITAL OUTLAY (Building & Equipment)	\$1,072,816	\$261,212	\$1,334,028
OTHER OUTGO (Debt Payment)	\$2,404,408	\$0	\$2,404,408
DIRECT/INDIRECT SUPPORT	-\$4,270,923	-\$62,597	-\$4,333,520
OTHER FINANCING USES	\$819,673	-\$29,375	\$790,298
TOTAL EXPENDITURES	\$210,683,837	-\$4,086,689	\$206,567,773
EXCESS (DEFICIENCY OF REVENUE)	-\$2,673,316		-\$30,465
BEGINNING FUND BALANCE	\$71,756,038		\$71,756,038
ESTIMATED ENDING FUND BALANCE	\$69,082,722		\$71,725,573

REASON FOR CHANGE

LOCAL CONTROL FUNDING (LCFF)

Net Increase:

•LCFF P1 Certification-\$2,305,794

• Property Taxes P1 Certification-\$228,612

• EPA P1 Certification-(\$1,269,431)

• EPA P1 Property Tax-SPED-\$228,104

FEDERAL REVENUE

Net Increase:

•School Based Mental Health-\$1,495,829

•CA Friday Night Live-\$450,000

•Comprehensive School Improvement-\$330,181

•21-22 Title I Part A-(\$226,099)

•21st Century-\$156,492

STATE REVENUE

Net Decrease:

•After School Education and Safety-(\$201,543)

•Pro Youth/HEART Funding-\$313,123

•Teacher Residency Grant-\$250,000

•Strong Workforce K-12 Grant-\$130,000 •SELPA Funds Trf to Fund 100 (\$8,677,954)

LOCAL REVENUE

Net Increase:

•LCFF SPED County Operated ADA-\$1,916,615

•Mental Health Medi-Cal-\$200,000

•CFNLP CalHope-\$500,000

•ASES/21st Century Woodville-\$315,232

CHARTER SCHOOL FUND - LA SIERRA

Budget Revisions as of 1-31-2023

2	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUNT	TO BUDGET	AMOUNT
REVENUES			
LOCAL CONTROL FUNDING (LCFF)	\$2,875,389	\$2,966	\$2,878,355
FEDERAL REVENUE	\$111,890	\$0	\$111,890
STATE REVENUE	\$598,639	\$399,379	\$998,018
LOCAL REVENUE	\$16,240	\$0	\$16,240
CONTRIBUTION FROM GEN FUND	\$0	\$ 0	\$0
TOTAL REVENUE	\$3,602,158	\$402,345	\$4,004,503
EXPENSES			
CERTIFICATED SALARIES	\$1,440,566	\$157,047	\$1,597,613
CLASSIFIED SALARIES	\$141,860	\$21,992	\$163,852
BENEFITS	\$1,080,994	\$47,795	\$1,128,789
BOOKS & SUPPLIES	\$209,869	\$7,607	\$217,476
SERVICES & OPERATING	\$877,097	\$167,494	\$1,044,591
CAPITAL OUTLAY (Building & Equipment)	\$0	\$0	\$0
OTHER FINANCING SOURCES/USES	\$119,140	\$1,000	\$120,140
TOTAL EXPENDITURES	\$3,869,526	\$402,935	\$4,272,461
EXCESS (DEFICIENCY OF REVENUE)	-\$267,368		-\$267,958
BEGINNING FUND BALANCE	\$679,981		\$679,981
ESTIMATED ENDING FUND BALANCE	\$412,613		\$412,023

REASON FOR CHANGE

LOCAL CONTROL FUNDING FORMULA

Increase:

•LCFF Projection Adjustment-\$6,086

•EPA Adjustment-\$3,120

STATE REVENUE

Increase:

•Learning Recovery Grant-\$399,379

CHARTER SCHOOL FUND - UNIVERSITY HIGH SCHOOL

Budget Revisions as of 1-31-2023

	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUN'Γ	TO BUDGET	AMOUNT
REVENUES			
LOCAL CONTROL FUNDING (LCFF)	\$2,829,886	-\$79,091	\$2,750,795
FEDERAL REVENUE	\$47,294	\$0	\$47,294
STATE REVENUE	\$79,498	\$263,809	\$343,307
LOCAL REVENUE	\$ 0	\$0	\$0
CONTRIBUTION FROM GEN FUND	\$0	\$0	\$0
TOTAL REVENUE	\$2,956,678	\$184,718	\$3,141,396
EXPENSES			
CERTIFICATED SALARIES	\$1,409,917	\$46,305	\$1,456,222
CLASSIFIED SALARIES	\$261,988	\$26,029	\$288,017
BENEFITS	\$811,224	\$29,877	\$841,101
BOOKS & SUPPLIES	\$134,701	\$11,883	\$146,584
SERVICES & OPERATING	\$544,153	\$55,639	\$599,792
CAPITAL OUTLAY (Building & Equipment)	\$0	\$57,300	\$57,300
OTHER FINANCING SOURCES/USES	\$300,000	-\$100,390	\$199,610
TOTAL EXPENDITURES	\$3,461,983	\$169,733	\$3,588,626
EXCESS (DEFICIENCY OF REVENUE)	-\$505,305		-\$447,230
BEGINNING FUND BALANCE	\$1,218,905		\$1,218,905
ESTIMATED ENDING FUND BALANCE	\$713,600		\$771,675

REASON FOR CHANGE

LOCAL CONTROL FUNDING FORMULA

Decrease:

•LCFF Projection Adjustment-(\$77,578)

•EPA Adjustment-(\$1,513)

STATE REVENUE

Net Increase:

•Learning Recovery Grant-\$169,259

•Arts Music Grant-\$81,998

•Mandate Block Grant-\$12,552

SPECIAL EDUCATION PASS-THRU

Budget Revisions as of 1-31-2023

CURRENT	INCREASE	REVISED
BUDGET	(DECREASE)	BUDGET
AMOUNT	TO BUDGET	AMOUNT
\$19,906,651	\$0	\$19,906,651
\$32,483,051	\$9,764,973	\$42,248,024
\$52,389,702	\$9,764,973	\$62,154,675
\$66,639,990	\$0	\$66,639,990
\$66,639,990	\$0	\$66,639,990
\$0		-\$4,485,315
\$4,485,315		\$4,485,315
\$4,485,315		\$(
	\$19,906,651 \$32,483,051 \$52,389,702 \$66,639,990 \$66,639,990 \$0	BUDGET (DECREASE) AMOUNT TO BUDGET \$19,906,651 \$0 \$32,483,051 \$9,764,973 \$52,389,702 \$9,764,973 \$66,639,990 \$0 \$66,639,990 \$0 \$0 \$0 \$10

REASON FOR CHANGE

STATE REVENUE

Increase:

•SELPA Funds Trf from Fund 010- \$8,648,774

•AB 602 Out of Home Funding-\$1,094,092

[•]AB 602 Program Specialist Funding-\$22,107

CHILD DEVELOPMENT FUND

Budget Revisions as of 1-31-2023

0	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUNT	TO BUDGET	AMOUNT
REVENUES			
FEDERAL REVENUE	\$45,655,826	\$716,033	\$46,371,859
STATE REVENUE	\$27,580,879	\$5,126	\$27,586,005
LOCAL REVENUE	\$210,991	\$33,122	\$244,113
TOTAL REVENUE	\$73,447,696	\$754,281	\$74,201,977
EXPENSES			
CERTIFICATED SALARIES	\$3,052,768	\$13,342	\$3,066,110
CLASSIFIED SALARIES	\$14,430,688	-\$786	\$14,429,902
BENEFITS	\$12,793,902	-\$4,351	\$12,789,551
BOOKS & SUPPLIES	\$3,862,959	-\$17,056	\$3,845,903
SERVICES & OPERATING	\$35,353,040	\$1,099,017	\$36,452,057
BUILDING & EQUIPMENT	\$703,578	-\$199,567	\$504,011
OTHER OUTGO	-\$184,356	\$162	-\$184,194
DIRECT/INDIRECT SUPPORT	\$4,234,497	\$62,597	\$4,297,094
OTHER FINANCING SOURCES/USES	\$0	\$0	\$0
TOTAL EXPENDITURES	\$74,247,076	\$953,358	\$75,200,434
EXCESS (DEFICIENCY OF REVENUE)	-\$799,380		-\$998,457
BEGINNING FUND BALANCE	\$3,481,107		\$3,481,107
ESTIMATED ENDING FUND BALANCE	\$2,681,727		\$2,482,650

REASON FOR CHANGE

FEDERAL REVENUE

Net Increase:

- CAlWorks Stage 2 -\$301,167
- CAlWorks Stage 3 -\$472,234
- Child Care Migrant -\$21,857 transferred from State Revenue
- SB 115 Supplemental Rate Provider Stipends \$149,978

- CCTR General Child Care -(\$26,894) transferred to State Revenue per contract
- CRRSA One Time Stipend (\$202,309) funds were overstated; subject to fund balance

STATE REVENUE

Net Increase:

- CAlWorks Stage 2 -\$89
- CCTR General Child Care -\$26,894 transferred from Federal Revenue per contract
- Child Care Migrant -(\$21,857) transferred to Federal Revenue

LOCAL REVENUE

Net Increase:

- Food Sales-\$100
- First 5 IMPACT-\$12,924
- Alpaugh-\$14,902

- Parent Cafe-\$4,800
- Unrestricted Local-\$866
- Family Fees Waived 22/23-(\$470)

CAFETERIA FUND - SCICON

Budget Revisions as of 1-31-2023

2005011010101010101010101010101010101010	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUNT	TO BUDGET	AMOUNT
REVENUES			
FEDERAL REVENUE	\$272,511	\$0	\$272,511
STATE REVENUE	\$75,000	\$0	\$75,000
LOCAL REVENUE	\$20,000	\$0	\$20,000
CONTRIBUTION FROM GEN FUND	\$630,789	\$0	\$630,789
TOTAL REVENUE	\$998,300	\$0	\$998,300
EXPENSES			
CLASSIFIED SALARIES	\$234,587	\$0	\$234,587
BENEFITS	\$191,892	\$0	\$191,892
BOOKS & SUPPLIES	\$474,011	\$O	\$474,011
SERVICES & OPERATING	\$61,384	\$0	\$61,384
CAPITAL OUTLAY	\$0	\$ 0	\$0
DIRECT/INDIRECT SUPPORT	\$36,426	\$0	\$36,426
TOTAL EXPENDITURES	\$998,300	\$0	\$998,300
EXCESS (DEFICIENCY OF REVENUE)	\$0		\$0

BEGINNING FUND BALANCE	-\$1		-\$1
ESTIMATED ENDING FUND BALANCE	-\$1		-\$1

REASON FOR CHANGE

NO CHANGES

CAFETERIA FUND - LA SIERRA

Budget Revisions as of 1-31-2023

	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUNT	TO BUDGET	AMOUNT
REVENUES			
FEDERAL REVENUE	\$161,734	\$0	\$161,734
STATE REVENUE	\$9,000	\$0	\$9,000
LOCAL REVENUE	\$0	\$0	\$0
TOTAL REVENUE	\$170,734	\$0	\$170,734
EXPENSES			
CLASSIFIED SALARIES	\$43,905	\$ 0	\$43,905
EMPLOYEE BENEFITS	\$40,662	\$ O	\$40,662
BOOKS & SUPPLIES	\$318	\$1,000	\$1,318
SERVICES & OPERATING	\$209,517	\$0	\$209,517
EQUIPMENT	\$0	\$0	\$0
DIRECT/INDIRECT SUPPORT	\$0	\$0	\$0
INTERFUND TRANSFERS IN	-\$123,668	-\$1,000	-\$124,668
TOTAL EXPENDITURES	\$170,734	\$0	\$170,734
EXCESS (DEFICIENCY OF REVENUE)	\$0		\$0
EACESS (DEFICIENCI OF REVENUE)	φU		ΦΟ
BEGINNING FUND BALANCE	\$0		\$0
ESTIMATED ENDING FUND BALANCE	\$0		\$0

REASON FOR CHANGE

NO CHANGES

CAFETERIA FUND - UNIVERSITY HIGH SCHOOL

Budget Revisions as of 1-31-2023

	CURRENT	INCREASE	REVISED
	BUDGET	(DECREASE)	BUDGET
	AMOUNT'	TO BUDGET	AMOUNT
REVENUES			
FEDERAL REVENUE	\$79,860	\$0	\$79,860
STATE REVENUE	\$10,000	\$0	\$10,000
LOCAL REVENUE	\$0	\$0	\$0
TOTAL REVENUE	\$89,860	\$0	\$89,860
EXPENSES			
CLASSIFIED SALARIES	\$62,320	-\$20,000	\$42,320
EMPLOYEE BENEFITS	\$68,639	\$0	\$68,639
BOOKS & SUPPLIES	\$23,055	\$ O	\$23,055
SERVICES & OPERATING	\$235,401	-\$79,555	\$155,846
EQUIPMENT	\$0	\$0	\$0
DIRECT/INDIRECT SUPPORT	\$0	\$0	\$0
INTERFUND TRANSFERS IN	-\$300,000	\$100,000	-\$200,000
TOTAL EXPENDITURES	\$89,415	\$445	\$89,860
EXCESS (DEFICIENCY OF REVENUE)	\$445		\$0
	π * · · · ·		
BEGINNING FUND BALANCE	\$0		\$0
ESTIMATED ENDING FUND BALANCE	\$445		\$0

REASON FOR CHANGE

INTERFUND TRANSFERS IN

Decrease:

•Contribution from UPHS General Fund to cover Food program costs-(\$100,000)

FOREST RESERVE FUND

Budget Revisions as of 1-31-2023

CURRENT	INCREASE	REVISED
BUDGET	(DECREASE)	BUDGET
AMOUNT	TO BUDGET	AMOUNT
\$0	\$0	\$0
\$0	\$1,578	\$1,578
\$(\$1,578	\$1,578
\$0	\$167,752	\$167,752
\$0	\$29,603	\$29,603
\$(\$197,355	\$197,355
\$()	-\$195,777
\$450)	\$197,788
Ø 4 E C		\$2,011
	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	BUDGET (DECREASE) AMOUNT TO BUDGET \$0 \$0 \$0 \$1,578 \$0 \$1,578 \$0 \$167,752 \$0 \$29,603

REASON FOR CHANGE

LOCAL REVENUE

Increase:

•Interest Earned-\$1,578

EXPENSES

[•]Apportionment Trf to Districts and Scicon-\$197,355

FOUNDATION TRUST FUND

Budget Revisions as of 1-31-2023

	CURRENT	INCREASE	REVISED
	BUDGET'	(DECREASE)	BUDGET
	AMOUNT	TO BUDGET	AMOUNT
REVENUES			
LOCAL REVENUE	\$25,000	\$0	\$25,000
TOTAL REVENUE	\$25,000	\$0	\$25,000
EXPENSES			
SERVICES & OPERATING	\$0	\$68,430	\$68,430
TOTAL EXPENDITURES	\$0	\$68,430	\$68,430
EXCESS (DEFICIENCY OF REVENUE)	\$25,000	-\$68,430	-\$43,430
BEGINNING FUND BALANCE	\$1,568,571		\$1,568,571
ESTIMATED ENDING FUND BALANCE	\$1,593,571		\$1,525,141

REASON FOR CHANGE

EXPENSES

[•]Equipment for Scicon Needs-\$68,430

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:

Jody Arriaga, Director Internal Business Services

SUBJECT:

2nd Interim Report as of January 31, 2023

DESCRIPTION/SUMMARY:

County superintendents are required to certify twice a year regarding their ability to meet their financial obligations for the remainder of the fiscal year and for the subsequent two fiscal years. This certification, along with the accompanying documents, are referred to as the Interim Reports. The following documents are attached:

- -County Certification of Interim Report with Criteria and Standards Summary Review
- -Average Daily Attendance Estimate
- -County School Service Fund Summary: Unrestricted/Restricted Summary; Multiyear
- -Projections; Criteria and Standards; Cash Flow Report; and Budget Assumptions

The report reflects a positive ending fund balance with adequate reserves; therefore we are able to

FINANCING:

certify a positive financial position.

N/A

RECOMMENDATION:

Acceptance of the 2nd Interim Report

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:

Tim A. Hire, County Superintendent of Schools

SUBJECT:

Approval of Resolution 22/23-18 Support of funding for County Office of Education operated juvenile court and community schools.

DESCRIPTION/SUMMARY:

To support sustainable fiscal resources for the provision of public education and college and career transition for youth enrolled in juvenile court and community schools by establishing a funding formula that supports the provision of academic, college and career readiness, and social-emotional services.

FINANCING: n/a

RECOMMENDATION: Recommend approval/adoption of Resolution 22/23-18 to support funding for County Office of Education operated juvenile court and community schools.

Resolution Number 22/23-18

Resolution in Support of Funding for County Office of Education Operated Juvenile Court and Community Schools

WHEREAS, juvenile court and community schools are operated by county offices of education to provide public education for students;

WHEREAS, students enrolled in court and community schools need individualized academic, social-emotional learning, and career technical education courses of study; and

WHEREAS, juvenile court schools provide public education for students who are incarcerated in facilities operated by county probation departments; and

WHEREAS, community schools provide opportunities for students to prepare for post-secondary education, meet graduation requirements, college and career transition support, access quality prenatal and parenting education, and receive health and mental services; and

WHEREAS, students attending a juvenile court or community school have unique needs, including higher rates of trauma requiring mental health support; obstacles to receiving specialized supports in a comprehensive school setting; a need for specialized supports and services; credit deficiency and unfinished learning; and more; and

WHEREAS, the teachers, paraeducators, and staff at juvenile court and community schools are highly specialized, able to serve multiple grade levels, multiple subjects, use restorative practices and inclusionary practices; and

WHEREAS, students attending juvenile court and community schools are underserved by the current attendance-based funding model, known as "average daily attendance" ("ADA"); and

WHEREAS, juvenile court and community schools have unpredictable enrollment levels throughout a school year, while their specialized staffing costs remain consistent; and

WHEREAS, the ADA-only funding model does not support core and ongoing staffing needs and does not account for the variable enrollment and attendance of the court and community school model; and

WHEREAS, the ADA-only funding model does not account for the complexity of the realignment of the Department of Juvenile Justice affecting many counties; and

WHEREAS, an ADA-only funding model creates inequitable programs across the 58 counties.

NOW, THEREFORE BE IT RESOLVED, that the County Superintendent of Schools and the Tulare County Board of Education urge the State Legislature and Governor's Administration to support sustainable fiscal resources for the provision of public education and college and career transition for youth enrolled in juvenile court and community schools by establishing a funding formula that supports the provision of academic, college and career readiness, and social-emotional services.

Adopted this _ day of the month of	in 2023.
Motion made by:	
Second made by:	
List members voting "aye:"	
List members voting "no:"	
List members abstaining:	
List members not present:	

Sustainable Programs Serving At-Promise Students



Summary

The at-promise students served by juvenile court and community schools often face unique barriers to academic achievement and social-emotional well-being. This proposal brings greater equity to these students by ensuring access to robust services and supports.

Background

Juvenile court schools and county community schools offer alternative education opportunities for students who face unique challenges.

- Juvenile court schools provide public education for students who are incarcerated in facilities operated by county probation departments.
- Community schools provide opportunities for students to prepare for post-secondary education, meet graduation requirements, access quality prenatal and parenting education, and receive health and services.

These schools are operated by county offices of education and are designed to support the achievement of all students through individualized academic, social-emotional, and career-technical education courses of study. Students frequently attend Juvenile court and community schools for a short period of time and ultimately return to a comprehensive school.

Despite serving our most at-promise youth, the existing funding for juvenile court and community schools is both insufficient and unpredictable. County offices fund the annual deficits in their court and community school programs by diverting general operating resources.

Because these programs operate year-round and have highly specialized staffing needs, costs are relatively fixed. But actual funding – based on average daily attendance (ADA) – is highly variable since students enter and exit the schools frequently throughout the calendar year. Attendance is based on referrals from probation departments, school districts, and families. The decline in referrals has outpaced statewide declining enrollment trends – which is positive – but it does not change the

baseline need for these important programs to continue providing an educational safety net.

Issue

For juvenile court and community schools, the current ADA-based funding model does not adequately support the unique needs of at-promise youth. The volatility and insufficiency of resources creates perennial financial uncertainty for student programs, dedicated teachers, mental health professionals, and other support staff. Additionally, juvenile court schools face new challenges serving the educational needs of students (non-graduates and graduates) who will be supported in their county of origin due to the realignment of the Department of Juvenile Justice (Ch. 337, Stats. 2020).

An attendance-based funding model also underserves juvenile court and community school students in two ways. First, funding based on ADA is designed to incentivize keeping students in a program, rather than proactively help students return to their comprehensive campuses. Second, funding based exclusively on ADA is not appropriate for specialized programs with unpredictable enrollment levels that fluctuate throughout the school year.

Solution

Funding for juvenile court and community schools should be included within a COE's base grant. A standardized funding level based on countywide factors will protect high-quality programs from annual funding disruptions by providing sufficient and predictable resources. The state should invest in our at-promise students so they gain the academic, career readiness and social-emotional skills necessary to succeed.

Contact

Derick Lennox, Senior Director, Governmental Relations and Legal Affairs, California County Superintendents: dlennox@ccsesa.org

Brianna Bruns, Director, Policy and Advocacy, California County Superintendents: bbruns@ccsesa.org

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:

Jeff Ramsay, Director of General Services

SUBJECT:

Approval of Resolution 22/23-16 Authorizing to submit an application for Energy Efficiency Loan for the Mooney Admin site, 6200 S. Mooney Blvd., Visalia.

DESCRIPTION/SUMMARY:

Requesting to apply, upon approval, for an energy loan from the California Energy Commission to implement energy efficiency measure at the Jim Vidak Education Center.

FINANCING: Loan for \$5 million

RECOMMENDATION: Recommend adoption of Resolution 22/23-16 to apply for an energy loan to implement energy efficiency measures at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, CA

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY:

Jeff Ramsay, Director of General Services

SUBJECT:

Approval of Resolution 22/23-17 Authorizing to submit an application for Energy Efficiency Loan for SCICON, 41569 Bear Creek Rd., Springville, CA.

DESCRIPTION/SUMMARY:

Requesting to apply, upon approval, for an energy loan from the California Energy Commission to implement energy efficiency measure at SCICON.

FINANCING: Loan for \$3 million

RECOMMENDATION: Recommend adoption of Resolution 22/23-17 to apply for an energy loan to implement energy efficiency measures at SCICON, 41569 Bear Creek Rd., Springville, CA.

TULARE COUNTY OFFICE OF EDUCATION BOARD ENCLOSURE FORM

SUBMITTED BY: Tom Link, Board President
SUBJECT: Vote for 2023 CSBA Assembly County Delegate(s) for SubRegion 12-A
DESCRIPTION/SUMMARY: Vote for two SubRegion 12-A county delegates for a two-year term beginning April 1, 2023 through March 31, 2025
FINANCING: None

RECOMMENDATION: Take and approve vote for two 2023 CSBA Assembly County

Delegates for SubRegion 12-A

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY**, **MARCH 15**, **2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT SUBREGION 12-A (Tulare County)

Number of seats: 2 (Vote for no more than 2 candidates) Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025 *denotes incumbent Felipe Martinez (Porterville USD)* Cathy Mederos (Tulare Joint Union HSD)* Randy Villegas (Visalia USD) Provision for Write-in Candidate Name School District Signature of Superintendent or Board Clerk Title

Date of Board Action

School District Name

REGION 12 - 13 Delegates (11 elected/2 appointed♦)

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Jacqueline Gaebe (Visalia USD), term expires 2024
Peter Lara Jr. (Porterville USD), term expires 2024
Felipe Martinez (Porterville USD), term expires 2023
Cathy Mederos (Tulare Joint Union HSD), term expires 2023

Subregion 12-B (Kern)

Leigh Ann Cook (Rosedale Union ESD), term expires 2024
Pamela Jacobsen (Standard ESD), term expires 2024
David Manriquez (Kern HSD) &, appointed term expires 2023
Keith Wolaridge (Panama-Buena Vista Union SD), term expires 2023
Vacant, term expires 2023
Vacant, term expires 2023
Vacant, term expires 2023
Vacant (Kern HSD) &, appointed term expires 2024

County Delegate:

Mary Little (Kern COE), term expires 2024

Counties

Tulare (Subregion A) Kern (Subregion B)